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TEACHERS' USE OF CATHARTIC METHODS

being

A Thesis presented to the Graduate Faculty  
of the Fort Hays Kansas State College in  
partial fulfillment of the requirements for  
the Degree of Master of Science

by

*Morgan*

Harry Mason, A. B.

Fort Hays Kansas State College

Date *April 26, 1938* Approved: *Geo. A. Kelly*  
Major Professor

*Acting* *F. B. Streater*  
Chr. Graduate Council

### Acknowledgement

The author is indebted to Dr. George A. Kelly for direction and encouragement in doing this study. His criticism and counsel have been of invaluable assistance in treating this problem; a problem which was recognized as one extremely hard to quantify or to treat logically, but which was attacked because of the felt need for enlightenment concerning it, rather than because its deeper issues could be stated in categorical terms. This study was done while the author was a member of the staff at the Fort Hays Kansas State College Psychological Clinic, as a part of the Clinic's research program in practical psychotherapeutics.

Jeff

Harry Mason

1-30

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## TEACHERS' USE OF CATHARTIC METHODS

### Historical

The idea of emotional catharsis is as old as Aristotle (1) who advocated the drama as a means of eliminating by catharsis emotions of pity and terror. He viewed measures designed to purge the mind in this manner as the acme of educational art. The mysticism of the Middle Ages did not offer great stimulation to individual self-expression in any form, and we have had to wait until the time of Sigmund Freud for any significant addition to our thinking upon the matter.

Sigmund Freud and Breuer (2) found that a lady patient who had auditory hallucinations was cured after telling of her troubles, and they set about developing what they called the cathartic method of psychotherapy. Freud's subsequent systematization of the nature of psychoneuroses led to psychoanalytic psychology and the psychoanalytic method. Although psychoanalysis has changed in detail, the idea of catharsis is still basic in it.

More recently, and in the field of practical clinical psychology, Pressey (3) speaks of catharsis of suppressed emotion as the first necessity in using rational psychotherapy. Morgan (4) says that mere narration of a difficulty will sometimes clear it up for a child.

Aside from the systems of psychotherapy intended to be used by psychiatrists in extended treatment of psychoneuroses there seems to be no adequate treatment of catharsis showing

how it may best be carried out. Some elaborate techniques of psychoanalysis for children have been described, but they are outside the possibility of use by the ordinary teacher. These have been by Anna Freud (5), Klein (6), and Taft (7).

The closer relationship between pupil and teacher in the new child-centered school makes it evident that the teacher uses cathartic methods in dealing with children. Aside from the cases in which an attempt is made to elicit catharsis in conferences, it is necessary that the teacher, in facing the new emphases in education, be equipped to deal intelligently with the catharsis which is effected by children in play and in school work. While there may be some question as to the advisability of definite cathartic-conference arrangements for most teachers, there can be no doubt that all teachers deal with catharsis as a manifestation of children's conflicts.

This study attempts to find some of teachers' difficulties in conducting cathartic conferences, both with a random sample of children available for experimental purposes and with actual cases in the field. By describing these difficulties in operational concepts it points out something of the nature of corrective methods which will need to be used to make the teacher better able to deal with the problems which the catharsis of her pupils presents.

Rivlin (8), speaking of "The preparation of teachers in personality adjustment", says: "The preparation of prospective teachers for their work in personality adjustment consists

not so much of imparting knowledge of emotional abnormalities or of developing skill in dealing with personality deviations, as it does of building an attitude that regards the child's wholesome emotional development as a major aim in modern education."

The lack of the attitude referred to by Rivlin is touched upon in the present study. This study, however, looks upon such an attitude as a product of a more thorough understanding of children's problems, rather than something that can be achieved independently of such considerations as skill in dealing with personality deviations or knowledge of the structure of personality.

## Statement of Problem and Definition of Terms

The specific problem of this study is to ascertain some of the difficulties experienced by teachers in eliciting emotional catharsis from their pupils and interpreting its results, and to describe these difficulties in operational concepts.

The term emotional catharsis is used to mean a spontaneous expression of emotionally toned thoughts or ideas. The term operational concept is taken to mean a unified representation of a state of affairs which is organized so as to suggest its outcome. The term repression is used as defined by Freud. The term rationalization is used in the Freudian sense, and refers to the tendency for ideas or tendencies subject to repression to be justified through elaborate and wishful reasoning.



### Systematic Orientation

Past and current research in psychology has concentrated upon abstracting certain traits from an individual or a population and describing them in mathematical terms. Many of the traits, among which are intelligence and various measures of aptitudes, have been useful in describing personalities. While those who have made these abstractions have warned against interpreting measures of these traits without consideration of factors such as the conditions of test administration, there has been little done in the way of setting up any means of determining the probability that test results would be influenced in any definite way by any particular set of circumstances. The tendency to consider measured traits as independent entities has often led to grave errors in description of concrete cases. For instance, a boy tested one afternoon on the Seashore test for sense of time made a very poor score. Later it was found that he had been missing some interesting play while the test was in progress. A retest some weeks later resulted in a score above the ninetieth centile for his age.

Recent attempts to measure personality integration by the use of standardized paper and pencil tests have been of restricted value, since differences in such factors as facility in verbal expression or differences in ability in self-criticism may be measured rather than true differences in personality integration. Hadley (9) has observed that



these tests are probably fair measures of the day-by-day fluctuations in personality integration, and that their usefulness is restricted to this field. This seems plausible; it assumes that extraneous factors such as those mentioned above would be quite constant in an individual from time to time, but might vary widely among individuals.

From a practical point of view, when we present the tools of psychology for use in the field of education, the suggestions contained above show the need for teachers to be able better to estimate the validity of test results in individual cases. Further, the matter of test results is only a special case of the more general limitation of analytical methods when the relationship between elements is lost. How well can a teacher acquit herself in dealing with the whole personality? The value of her use of such commonplace things as standardized tests and informal examinations is dependent upon this ability to deal with a personality as a dynamic unity. Being dynamic, a personality suffers changes in ability with regard to tests and the demands of everyday life as its integration changes. It would seem desirable, therefore, to find and describe some of the difficulties teachers meet in dealing with pupils as personalities. Activities in directing cathartic expression are especially adapted to this purpose. Here we have a control in dealing with the dual nature of the teaching task as envisaged in our present-day schools. This duality may

be expressed as the need to be a social arbiter and disciplinarian at one extreme, and a personal confidant at the other. In the cathartic conference, the need to be a successful personal confidant is emphasized, and the opposition of attitudes carried to the cathartic conference from the role of social arbiter or "policeman" is made clear.

The whole field of psychotherapy is one in which we must be content at present to estimate the relative strengths of forces by a clinical rather than a statistical method. Consequently, in searching for statements of teachers' difficulties in conducting cathartic conferences, our method must be critical rather than quantitative or dogmatically categorical. The present study is exploratory in nature and deals with difficulties as abstractions from the personalities of the teachers in question. These abstractions, though they are neither mathematical or strictly distinct, should be useful in describing concrete cases where teachers fail to meet their pupils' needs for catharsis. Clinical studies of individual teachers should be useful in determining further the underlying causes of these difficulties.

## Method of Procedure

### Experiment I

A pamphlet entitled "Teachers' Manual for Use in Carrying out Cathartic Treatment" was written by the investigator with the aid and criticism of Kelly<sup>1</sup>. This pamphlet was prepared in hectographed form during the academic year of 1936-37. Teachers of certain children who were diagnosed as needing emotional catharsis in extension clinics operating as services of the Fort Hays Kansas State College Psychological Clinic were selected to participate in this study and were given this pamphlet together with blanks for reporting conferences<sup>2</sup>. Each of these teachers was instructed to hold conferences with the child under her care. The conferences were to be planned after thorough reading of the teachers' manual referred to above. They were to be twenty to thirty minutes in length, and were to be held at intervals of three days to a week as advised by the Clinic. A report of each conference was to be mailed to the investigator at Fort Hays Kansas State College Psychological Clinic. The investigator criticised the procedure of the conferences as shown by the reports which were received in accordance with the above plan and gave suggestions for further conferences by return mail.

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1. See Appendix I, page ai 1 for text of this booklet.

2. Blanks in Appendix I, page ai 2.



Some minor deviations from the procedure outlined above were as follows:

1. There was some irregularity in time of holding conferences, due to such difficulties as lack of conference rooms at the times when conferences were planned and epidemics which quarantined teacher or case or both.

2. There was some irregularity of reports by teachers due to interference of other duties.

Four teachers cooperated in this experiment. The records of two of these cases are included in the text of this study. Short abstracts of the other cases together with reports and correspondence are shown in appendix. Names and places are falsified in order to protect the confidence placed in the Clinic by the teachers and their pupils.

The reports of these four cases were studied and the difficulties of the teachers as they then appeared to the investigator were listed under eight didactic headings and discussed. Some of these difficulties were inferred from the teachers' reports, others were stressed in order to remedy defects of emphasis in the original teachers' guide.

The didactic headings used are presented here to show the method of procedure, and not as findings of this study<sup>1</sup>.

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1. Full discussion may be found in Appendix II, page aii 1.

1. Condition of intolerance or lack of understanding between child and teacher.
2. A tendency for the teacher to make errors in interpreting the things which the child says.
3. In the cathartic conferences, the child must convince himself. This takes time and makes didactic procedures dangerous.
4. Some persons can reorganize their lives quite readily, others need to take a slow course in facing their problems.
5. Ordinarily it is easier to help the child to build himself up than to change the world in which he lives.
6. Teachers lack interpretive skills.
7. Teacher benefits ----- child suffers. (Transference of teacher upon the child.)
8. Discipline is troublesome.



## Experiment II

These difficulties and their discussion, together with copies of the teachers' guide already referred to, were presented to students in a second course in psychology in Fort Hays Kansas State College during the summer session of 1937. An oral statement of the problem of this study and the procedure which will presently be discussed was given them, and they were asked to cooperate. Hectographed instructions<sup>1</sup> were passed out to them to make clear what they were to do.

Fourteen students of Fort Hays Kansas State College, all taking their second five hours of psychology, acted as teachers in this experiment. Ten of them had had teaching experience, the range in experience among these ten being from one to sixteen years. Two were not interested in teaching, one planned to enter teaching as a profession in the coming fall, and one contemplated entering a theological seminary.

The room in which the conferences were held, referred to in the instructions to the students, was adjoined by a darkened room in which the investigator sat during the conferences. A screened opening in the partition between the two rooms made it possible for him to see and hear what took place in the conference room without being discovered.

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1. Appendix II, page aii 9..

The teacher was aware of the investigator's presence in the next room but the child was not.

The investigator kept notes upon a hectographed check-sheet designed to aid him in criticising the teacher's technique<sup>1</sup>. Further notes were kept on a plain sheet of paper. After the conference, the teacher was given a hectographed outline-sheet, which gave headings for her report of the conference. The headings were as follows:

1. Narrative description of the session.
2. What significant things were revealed? Why do you think the child revealed them?
3. Outline your plan for your next conference.
4. What does this conference indicate as the most significant considerations in teaching this child?

The last question was included as a check upon the teacher's tendency to deal with the child with or without regard for his personal problems.

After the teacher had prepared this report and handed it in, she was given a written criticism of the conference, prepared by the investigator. This report discussed the following points: 1. Mechanics of the conference. 2. Significant material discovered. 3. Suggestions for next conference. 4. Considerations in teaching the child based upon acquaintance gained in conference.

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1. Appendix II, page aii 12.

Each of the fourteen students held from one to four conferences with the particular child which she brought to the Clinic<sup>1</sup>.

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1. Conference reports and criticisms are listed in Appendix II, pages all 13 to 138.

### Treatment of the Data

A critical study of the reports from Experiment I and Experiment II was made with special attention given to difficulties which the teachers encountered. It was found that many of the difficulties experienced by different teachers could be subsumed under the same concepts. These concepts were set up as formal statements of difficulties, and evidence for their existence was lifted from the reports of the teachers. This evidence was discussed to show the operation of the difficulties.

A short discussion of the most probable bases of these difficulties was presented to suggest procedures directed at correction of them. This confirmed the operational character of the concepts in which the difficulties were cast, so fulfilling the purpose of the study.

Cooperation from the teachers who assisted in the experiments was all that could be asked. Criticisms of conferences held by two students in Experiment II, who were definitely not interested in teaching, were included in Appendix II but not used in adducing evidence to support the major conclusions of the study. It has been assumed that teachers in Experiment II would meet much the same problems as teachers in the field, though their subjects were not selected for their need of catharsis, and conferences were held on an arbitrary schedule, rather than at times dictated by the evidenced needs of the children. These conditions,



as well as the knowledge that they were being observed, would tend to make the teachers in Experiment II look inexperienced. Since the difficulties observed in Experiment II coincided so closely with those found in the cases in the field, it was assumed that they were due to common causes. Any particular difficulty may have been strengthened or weakened by the experimental conditions.

With these conditions in mind no attempt has been made to say whether or not the difficulties encountered by the teachers participating were or were not sufficient to render their efforts ineffective in the whole. The critical approach used makes their difficulties evident, and does not place these in their proper setting; thus an estimate of the effectiveness of the whole procedure is impossible. Only long and patient research in connection with treatment of cases can settle the problem of the effectiveness of cathartic conference methods in the hands of teachers.

Since the entire volume of case correspondence and conference criticisms and reports would fill a great deal of space, only two complete case-correspondence records are presented in the study proper. These illustrate the method used. The records of the other cases from which evidence is lifted are listed in Appendices I and II.



## Discussion

The case treated in Experiment I by teacher D is given in detail to show the material from which statements of the difficulties found were derived. The preliminary statement is briefed from clinic records. Other reports and correspondence are printed as received except for falsification of names. Evidence of the nature of difficulties encountered by this teacher is discussed and supplemented by evidence from cases contained in the appendices. This case and the other one presented in the text are referred to in discussing the major difficulties. Some minor difficulties are discussed from excerpts from cases not presented in the study proper.

In the discussion, teachers participating in Experiment I are denoted by the letters A, B, C, and D. Teachers participating in Experiment II are denoted by numbers from one to fourteen.

## Conference Reports and Criticisms: Teacher D.

### Description of Case:

The case was a German-Russian boy of fifteen, in his first year of high school. He was registered in the clinic for stuttering. According to the reports of teachers, there seemed to be no self-consciousness concerning the defect. Clinical examination revealed that the boy, who wavered between a home-inflicted ambition to be a Catholic priest and a more personal desire for social success and good-fellowship, felt the domination of his parents very keenly. There was a functional enuresis in the case, as well as evidence that the stuttering, for which the original neurological pathology seemed to be completely outgrown if ever present in serious degree, was used as a mechanism for getting a sort of attention. This last conclusion was supported to a great extent by the fact that he did not stutter appreciably when in the presence of the teacher who held cathartic conferences with him; she offered him more legitimate methods for gaining approbation since he was more apt in her classes than in others, and she was more disposed to praise his work. Development of the case under cathartic treatment confirmed the findings of the original diagnosis.

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6

Report of Cathartic  
Conference

Case P----- Teacher D----- Number

A. GENERAL TREND OF MATERIAL PRESENTED BY THE CASE.

Talked of ambition which has changed from that of being a priest to that of being an office man of some  
(5) sort. I gather here that he wants to be a head in the business world. Speaks of this all the time. Says that he thinks of it much of the time.

B. GENERAL ATTITUDE OF CASE DURING CONFERENCE.

Quite fine, but asked no questions.

(10) C. QUESTIONS ASKED BY CASE.

None. I expect him to bring them later.

D. QUESTIONS ASKED CASE BY TEACHER.

I followed the questions in the book you sent pertaining to ambitions, dreams, and daydreams.

(15) E. DREAMS, DAYDREAMS, AND FANTASIES REPORTED, AND CONNECTIONS APPARENTLY ASSOCIATED.

Dreams about the stars (I think this is a result of Mr. F-----'s class in which he tells the boys about the stars. Dreams of what he wants to do. Sees himself  
(20) well dressed driving a good car to his office surrounded by people who like and are always good to him. Says that people often give him money in his dreams. Always he seems to play the important part in these dreams.

Never runs, never fights in his dreams.

(25) F. NARRATIVE DESCRIPTION OF THE SESSION.

He thinks much about what he will be in the future. Thinks about what he will gain, he says "not in wealth" rather the furthering of self in order to have others' respect. But I notice that he speaks often of getting (30) money from others. For example at Christmas from an aunt. Another time spoke of J-----, his brother here in high school, who gave him 50¢ when he didn't expect it.

G. QUESTIONS CONCERNING TREATMENT.

- (35) He told me where he went to school as a child and his religious education during this first period. That he liked to play marbles when he was little and little things about school which led me to believe that he always liked going to school and getting his lessons.
- (40) He thinks that he will make his ambition for the office come true, for when he gets out of high school his father will give him money for further education.

- For a pastime he likes to ride a pony. Would like to drive the car but father refuses. Feels that driving (45) a car would make him happier, because he likes to guide things. Wants a bicycle badly.

When he gets his office and is a successful business man he wants a wife, three children, two girls and a boy.



(50) Gets angry sometimes when older brother is too demanding. Oldest brother is very strong and sometimes when in a bad temper makes him do things. P----- fights back sometimes to no avail because of the strength of the older boy. This older boy, I do not  
(55) know. He must be bad tempered, not at all like the two boys in school, P----- and J-----. J----- is P-----'s favorite brother.

P----- worries about doing things well. His father, he says, is very harsh and high tempered when things  
(60) are not done as he wishes. He told me this story. A hired man gave P----- a cigarette one day. P----- put it in his shirt pocket and forgot to take it out. His mother found it when washing the following week. She gave it to the father who gave P----- a terrible beating  
(65) when he came home from the field. The father asked no questions except "where did you get it?"

All this material took two periods. At the end of the last period, P----- said, "I'll think of things to tell you over the week-end."



January 29, 1937

Miss D-----

K-----

My dear Miss D-----:

- (70) The report of your first two conferences with P----- has been received. I suppose that these conferences were held some time about January twentieth to twenty-seventh.

- (75) Your progress is most gratifying, and the report covers the items which seem to be most significant. It gives a good picture of the conference. No doubt you have been able to make some interpretations of this material which can guide you in further conferences.

- (80) The fact that P----- feels quite badly "whipped" in many situations may be quite closely related to his stuttering. It may be caused in part from the stuttering, and at the same time be aggravating it. Now he seems to have decided to be "somebody" and thus put himself at the top of the heap. This decision in such cases
- (85) usually precedes any definite plans for achieving such an ambition, and thus, since P----- has probably set himself a hard task without much plan for doing it, he feels somewhat inadequate, and perhaps has some anxiety.

- (90) You will notice the following trends in the material he has presented:
1. His dreams are mostly about gaining dominance over others.
  2. He has a more or less constant conscientious scruple which causes him to interject a "not for money" or "not in wealth" into his ambitions occasionally.
  3. He has a feeling of inadequacy, which probably leads him to over-color some experiences and attribute brutality to others with probably little cause; even if this is actually the case he must finally think of
- (100) others' actions as "fortunate or unfortunate" rather than as "brutal or kindly".

- The dreams and ambitions suggest that he is probably, in spite of the frequent references to money and occasions when he has received it, interested more in gaining
- (105) status with persons than in having wealth for its own sake or for the comforts it would buy.

You should be alert to make notes of any "touchy topics"

- or things which seem to be hard for him to discuss. It would also probably be well to make a note in the
- (110) next report of your opinions of the state of his insight into the significance of his dreams and the needs which they fill in his life.

- The problem which the cathartic conferences will probably have to meet seems at present to fall
- (115) somewhat under the following outline. Of course this outline is tentative and may have to be changed, but it is better to have a plan, in these cases, and later revise it, than to have none at all.

- Ambitions should finally be brought down to earth, and
- (120) tied in with activities of home and school life. Problems should be met directly, rather than by dreaming.

This can be more easily done when feelings of inadequacy to life situations are brought to light, discussed as much as P----- feels that he can, and met intelligently.

- (125) Longing for wealth and power, which is now probably opposed by a desire to do good rather than evil, can and should be harmonized with this desire to do good, and a conception of the world should be gained which will make it possible for a person to have as his
- (130) underlying motive "doing good", and at the same time gaining respect, status, and a comfortable and satisfying existence.

- While you should keep these goals in mind, they should not be accepted as final at this stage of the treatment.
- (135) Be sure that such synthesis of motives and harmonizing of conflicts comes from P----- rather than yourself directly, though after a few more conferences you may begin to "set the stage" just a bit so that he can more easily see the relationship between his present
- (140) problems and his conflicting life goals.

- Treatment, from your report, seems to be going well, and you have gotten away to a good start. Be sure to bring up any problems which give trouble, and do not be afraid to include any material because it may seem
- (145) inconsequential. I will try to send a blank back with each reply. Let me know if your supply runs low.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case P----- Teacher D----- Number 3

B. GENERAL ATTITUDE OF CASE DURING CONFERENCE.

Quite free.

(150) C. QUESTIONS ASKED BY CASE.

None.

D. QUESTIONS ASKED CASE BY TEACHER.

Same as outlined in the book; in fact we finished those questions concerning fears of all sorts.

(155) E. DREAMS, DAYDREAMS, AND FANTASIES REPORTED, AND CONNECTIONS APPARENTLY ASSOCIATED.

None.

F. NARRATIVE DESCRIPTION OF THE SESSION.

Not afraid of the dark; not afraid of people if  
(160) they are kind to him. Not afraid of animals, except turtles and snakes. The family catch turtles to eat and his father makes him catch his share. P----- hates to do this he says, but his father remarks that if he wishes to eat he must. I gather this is done  
(165) when it is warm for he goes into the creek to get them. Says he has to step on their backs to get them and is afraid of them. He told me all about the way his mother preserves them. He is not afraid of thunder and lightening. He doesn't have any pronounced fears,



(170) it seems. I'd be afraid of the turtles too!

He doesn't seem to be any more discouraged or blue than other people. At least I've never noticed it.

I've found that he is improving in his lessons  
(175) and speech.

Mr. F----- has suggested typing which he will probably start soon.

In the last two sessions I have been having him repeat nursery rhymes to me. We had lots of fun and  
(180) laughed about them. He gave me all he knew. I told him a few others. He learns them at once and is overjoyed to give them. We even sang the school song together.

He was very disappointed this week-end, because  
(185) his father refused to let him go with the freshmen boys to a tournament. He doesn't like farm work very well, I feel.



February 16, 1937

Mr. Harry Mason  
Hays, Kansas

Dear Mr. Mason:

- Something more about P-----. He seems wonderfully improved. He speaks much more plainly. I've been
- (190) inquiring about him. Mr. F----- finds him very "cocky" in his classes. He says that he wants to be the center of attraction, because he has found that the boys always laugh at him. This is not true in my classes. I believe in discipline and do not allow
- (195) any one to laugh at others' mistakes unless the occasion calls for it. Perhaps I'm wrong, but somehow I don't know quite how to approach this since it isn't under my supervision. What do you suggest? Surely, he should not get that attitude.
- (200) Mr. F----- mentioned that it might be that he feels the special attention given him calls for this. Yet, the time given him is during school hours and is private, and I have other students for special work too. He is not especially singled out.
- (205) I don't want anything to happen to spoil what has been done, and shall appreciate hearing from you about it.

Sincerely,

Miss D-----

February 17, 1937

Miss D-----

K-----

My dear Miss D-----:

(210) While my reply to your second conference report concerning P----- was in progress, I received your letter of February sixteenth. This letter is quite helpful and serves to complete the picture of the case at this time, and to confirm the idea which I gained from your previous report.

(215) The thing that seems to be happening is this: P----- is becoming more secure in a perfectly superficial way, and is enjoying this security by "showing off". The fact that his security is superficial rather than arising from a real plan of facing his more intimate problems is no reflection upon your handling of the conferences, but probably is unavoidable in this case.

(220) It was necessary to get the boy to respond more freely before he could touch upon his greater problems.

(225) From your second report, one would gather that P----- seems no longer to feel insecure, he no longer feels that he is afraid of certain things and he is "selling" you the idea that he is well adjusted. This is to be expected. The question now arises: "wouldn't it be just as well to let him 'sell' his security to himself and to you and thus adjust himself to his problems?" The answer is that this would leave him dependent upon

(230) your relationship in conferences rather than upon himself, and that when you could no longer be his confidant, he would be as helpless as before. He has probably had friends before who built up his security in himself. The thing we must do is to get him to

(235) bring up the problems of his deeper personality before his best self and face them in such a manner as to be able to solve them. The confidence gained by the opportunity to talk to someone simply builds him up temporarily.

(240) Our job is to take advantage of this temporary confidence and get him to delve more deeply into his problems. His surface personality is not afraid, but there is little doubt that his deeper life is. On the surface he feels secure, but only a few conferences ago he was

(245) determined to be rich and to "show them". He hasn't

(295) conferences, since these give him an opportunity to avoid his more serious problems. An attitude of emotional calm, showing interest in his problems, yet no particular reaction to them, should help him in getting down to his real difficulties. These seem to be to find his life-purposes and to plan rationally for meeting them. It is probable that as you encourage a more serious approach to his problems, his "cockiness" will decrease.

(305) Since the matter of postage will have to be borne by you personally, in all probability, unless provided otherwise, I am sending stamped envelopes for your reports. This is part of the Clinic's work, and there is no reason why it should not bear this part of the expense.

(310) Please criticise my instructions to you, and question me further if they are not clear, or if you see some reason why they should not be followed. You must remember that you are nearer to the case than I am.

Yours truly,

Harry Mason  
Graduate Assistant



March 20, 1937

Miss D-----

K-----

My dear Miss D-----:

How have you been getting along in your cathartic conferences with P-----? It has been some time since  
(315) I had heard from you and I have recently been interested in checking up on some cases of speech defects to find out what methods have been most successful in treating them. Since P-----'s principal problem at the time for the clinic seemed to be stuttering, I am particularly  
(320) interested in knowing what effect the cathartic conference had on this difficulty. Of course, I am interested in having a report from you concerning the cathartic conferences for their own sake, but I am listing below some questions which bear more directly  
(325) upon the speech defect.

1. Has the speech defect shown any real improvement?
2. Has his school work shown improvement?
3. What differences in speech have you noticed since the time of the clinic? This would include any  
(330) difference in ability to express himself, whether it were a difference in loudness of speech, in the amount of stuttering, in the freedom of speech, or in the type of ideas expressed.

I am also interested in checking up on P-----'s  
(335) personality adjustment and upon the effectiveness, as you see it, of your cathartic conferences with him. Some questions are given below which bear more directly on the problem.

1. How are you getting along with the cathartic  
(340) conferences?
2. Does P----- seem to be gaining a more permanent feeling of social adequacy?
3. Has your work in catharsis with P----- been  
(345) helpful to you in understanding the problems of other children?

If further problems have come up since your last letter, please feel free to call upon us for further advice. If you feel that some other method of attack should be used or that the cathartic conferences have not  
(350) been successful in getting at the heart of the problem,



please let me know what difficulties you have been having and what method, if any, you may have considered aside from catharsis. A stamped self-addressed envelope is enclosed for your reply.

- (355) Your cooperation in treating this case has been very much appreciated by us and has helped us a great deal in understanding the difficulty that a teacher would naturally have in initiating cathartic conferences. It has also helped us a great deal in understanding
- (360) some of the things which cathartic treatment can accomplish in such a case. A further report from you will help us crystalize this material into more concrete form. I am also writing Mr. F----- concerning exercises which we recommended at the time of the clinic and
- (365) their effects upon P-----'s speech problem.

Yours very truly,

Harry Mason  
Graduate Assistant

Very truly yours, Miss D-----

Of course this work in catharsis has been most helpful now. He has been able to make the most of it. I wish I knew more about it.

The trouble is I am so in a hurry to get it done that we have talked over and over the matter of writing you by mail about it. He says that he can handle it all

about the childhood experience. He says that this is my reason for wanting to know about it. He says that he has been thinking about it for a long time and that he has been thinking about it for a long time. I feel that these conversations do a great deal of good in helping me to understand myself.

Sincerely, I shall be able to write a little more frequently from now on. Thank you for all your suggestions.

Yours very sincerely,

Miss D-----

March 21, 1937

Mr. Harry Mason  
Hays, Kansas

Dear Mr. Mason:

Three week-ends of tournaments with some days out of school leave me with correspondence stacked up.

(370) I meet P----- twice each week. It seems to me that he has improved. Mr. F----- tells me that his attitude is much better too. All in all, I believe that we have done something. He certainly stutters less. I am encouraging loudness of speech and rhythm, as much as I can. Rhythm, I believe, is the secret.

(375) I am using the cathartic conferences all the time. Perhaps I should say that I use them as much as I can. Often there seems to be nothing to talk about. At these times I have him express his ideas on things round about us. This I believe is helpful.

(380) Of course this work in catharsis has been helpful too. No teacher can know too much about it. I wish I knew more about it.

(385) The trouble as I see it in P-----'s case is that now that we have talked over everything, there is nothing new to talk about. He says that he has told me all about his childhood experiences, his hopes, etc. This is my reason for turning to matters close at hand; as long as they are things which influence him somewhat, I feel that these conversations do not fall short of their purpose in helping him express himself.

(390) Surely, I shall be able to write a little more frequently from now on. Thank you for all your suggestions.

Yours very sincerely,

Miss D-----

March 25, 1937

Miss D-----

K-----

My dear Miss D-----:

Your letter of March 21 describing your progress with P----- has been received.

- (395) It is encouraging that both his speech and his social adjustment have shown some improvement. Your difficulty in finding problems about which P----- can talk suggests that it is now time to encourage him to look back upon the problems which he has brought up and formulate
- (400) them quite definitely. For example, there is the problem of feeling his father's domination too strongly. You should probably encourage him to express this in definite terms and to face it with an attitude of trying to work it out reasonably rather than reacting
- (405) to it with a feeling of inadequacy or persecution. There are doubtless other problems which should be met in the same way. Of course you must be careful not to force crystallization of these problems on to him, but you can insist that he meet them and formulate
- (410) them in some way.

- Another point which will bear consideration is the danger which all persons face when they start cathartic conferences in the role of teacher or advisor. This difficulty is that the teacher will have a tendency
- (415) to develop some dependence upon the child and will desire to keep the conferences up after their purpose has been accomplished in order to keep ~~it~~ in close touch with the case. The teacher must recognize this as her own need and not the need of the child, and
- (420) meet it in some other way than in the cathartic conference.

- Your work with this case has been very helpful to us in studying this type of treatment and we trust that the added insight that you have gotten has made the
- (425) work worthwhile to you. I will be interested to receive further reports and the clinic will always be eager to help you with any problem in which it can be of service.

Yours very truly,

Harry Mason  
Graduate Assistant

The following letter of inquiry was sent to the Vocational Agriculture teacher in the school. This man had, at the time that the extension-clinic diagnosis was made, accepted responsibility for training in basic rhythms and bodily co-ordination. Since this teacher had less close contact with the case than the teacher who carried out conferences with him, it was thought that his opinion concerning the boy's adjustment should be of value in estimating the success of the treatment.

(448) We wished very much to get your opinion on the boy's adjustment. In addition to the information you have given us, we would like to know what you think of the boy's adjustment upon the following questions, from your viewpoint.

1. Is P-----'s social adjustment satisfactory?
2. Has his school work improved?
- (449) 3. Have you seen this boy in connection with his physical education activities?
4. Have these activities had any effect on his general adjustment?
5. What factors have he developed in connection with his adjustment?
- (450) 6. What are the following factors in his adjustment?
  - a. Lack of time to work with the case.
  - b. Lack of definition of his responsibilities.
  - (451) c. Lack of motivation of the case.
  - d. Discouragement due to his lack of progress.
  - e. Other factors.
7. Has there been any other effect on his speech or other adjustment due to his participation in the extension-clinic?

(452) We would appreciate it if you could give us a brief description of the boy's adjustment in the extension-clinic. We would also like to know what you think of the boy's adjustment in the extension-clinic. We would also like to know what you think of the boy's adjustment in the extension-clinic.



March 23, 1937

Mr. F-----

K-----

My dear Mr. F-----:

- (430) Since our work last fall, I have been especially interested in following the progress of P-----.
- Stuttering disorders such as P----- presented are clinical problems for which all psychologists and speech pathologists are interested in working out better methods of treatment.
- (435) At the time of the clinic we recommended that you use certain exercises with P----- and also that Miss D----- try to get some emotional catharsis from him. We have just written to Miss D----- concerning her treatment. In addition to the questions which
- (440) we asked her, we would like to know something of the matters touched upon by the following questions, from your viewpoint.
1. Is P-----'s social adjustment more satisfactory?
  2. Has his school work improved?
  - (445) 3. Have you been able to use exercises to build up rhythm in motor action?
  4. Have these exercises had any good effects upon his speech?
  5. What factors seem to have affected his adjustment more favorably?
  - (450) 6. Which one of the following has presented the most difficulty in treating the case?
    - a. Lack of time to work with the case.
    - b. Lack of definiteness in recommendations.
    - (455) c. Lack of cooperation by the case.
    - d. Discouragement due to slow improvement or absence of improvement.
    - e. Other factors. (describe)
  7. Has better social adjustment had a good effect
  - (460) on his speech or does his stuttering seem to be largely independent of his social adjustment?

We would appreciate it very much if you would answer these questions in quite some detail and in addition write a narrative description of your work with this

(465) case. The description will perhaps cover some factors of improvement which we have not included in our questions. Your cooperation in answering this letter

will not only be greatly appreciated by us, but will  
(470) be of great value to us in working out better methods  
of treatment for stutterers.

A stamped self-addressed envelope is enclosed for your  
reply. We would appreciate a long letter from you,  
but if you do not have time for that you may use the  
back of this letter for your reply.

(475) Yours very truly,

Harry Mason  
Graduate Assistant

(480) and there is a small white bird perched on the  
coping. I think the bird is a white bird. I have  
the same bird in my collection. I have the  
first time to see this bird. I have the  
family speech. The bird is very small. It is  
(485) and has its attention on the bird. It is very small.  
The bird is very small. It is very small. It is  
very small. It is very small. It is very small.  
(490) and is very small. It is very small. It is  
very small. It is very small. It is very small.  
(495) and is very small. It is very small. It is  
very small. It is very small. It is very small.  
(500) and is very small. It is very small. It is  
very small. It is very small. It is very small.  
(505) and is very small. It is very small. It is  
very small. It is very small. It is very small.

(510) 2. I have him only in occasional appearance. He is  
not at home with the other birds and I have to  
special leave him in order to get the  
completed work done.

He is very artistic and makes great noise in his work.  
He is painting and sculpting and making

April 4, 1937

Mr. Harry Mason  
Psychological Clinic  
Hays, Kansas

Dear Mr. Mason:

(475) Reference to your letter of inquiry of March 23  
in regard to P-----.

1. The most noticeable fact of his social adjustment  
if I understand just what you mean is that P----- is  
very popular with all the students. He is very witty  
(480) and there is a charm about his personality that is  
captivating. I think one reason they like him is that  
he amuses them in his stuttering speech. I have the  
first time to see him embarrassed on account of his  
faulty speech. The girls are especially nice to him  
(485) and see his attentions -- hardly as they would a  
virile normal boy but more because of his lovable  
personality and his amusing antics. He is inclined  
to be clownish in a rather refined way -- by waving  
his hands -- walking with long strides and a decisive  
(490) and emphatic way of expressing his opinion. He is  
quick to decide matters and does not wait for a hunch  
from anyone else in expressing his decisions. He does  
not hesitate to differ from anyone, teacher or  
schoolmates, seems perfectly assured he is right and  
(495) those who differ are wrong. He does not attempt to  
argue the point, but stands pat even if the whole  
group is against him. I cannot see but that he is  
very happy within himself. Friday he rode in the  
seat beside me on a seventy mile trip and was quiet  
(500) hardly a minute. His most noticeable expressions  
were those of joy and amazement at the beauty of the  
wheat fields, the nice looking homes and fine herds  
of stock, the flight of birds, the fine roads and  
bridges. He had much rather have me for a listener  
(505) than the other boys due I think to my attitude of  
appreciation to the things he likes and wants to talk  
about.

2. I have him only in vocational agriculture. He is  
not at home with the shop work and I have to assign  
(510) special tasks to his liking in order to get any  
completed work done.

He is very artistic and takes great pride in his note  
book work. He is painstaking and systematic and has



(515) the most delicate touch with his hands of any boy I ever saw. His books and papers are never mussy or dog-eared and it burns him up if any body touches his papers or makes him blunder. He turns the pages in his book with the neatness and deptness of a practiced librarian. He knows where every statement (520) or item is in his notebook before hunting for it. He likes to arrange the tools in the lockers, the books on the shelves, etc.

He is not much interested in the study of animals or the problems of feeding and his mind does not run in (525) the direction of practical affairs or of making money. I would say he is entirely out of his element as an embryonic farmer. I am suggesting to him that he be a bookkeeper, a typist, or a painter as a means for a livlihood.

(530) 3. I have not had the time or the insight as to how to successfully "build up rhythm in his motor action". I am getting so that when he gets hopelessly tangled out of breath I look at him directly in a kindly way he will instantly stop his stuttering and answer me (535) in a few direct statements with scarcely any stuttering. I do not understand why. It just seems to throw him into a different gear and he goes through with it in good shape. I'm sure I never made him feel that I am annoyed with his efforts.

(540) 4. Answered in 3.

5. I believe the unerring kindness I feel for him submerges his habit of stuttering so that he takes a different tack in order to give me the answer he knows I want.

(545) 6. (a) I have not found it possible to spend much time with him. (b) I have tried to make him feel that his stuttering is incidental and do not want to make him feel that it is important, hence talk little with him about it. (c) I think he desires greatly (550) to talk better. (d) I cannot say to what extent he has improved but believe it has been in a measurable degree.

7. I think his associations with the larger groups he meets in school greatly improves his trouble. At (555) least gives him more opportunity for conversation. However it seems to me he had rather make his school mates laugh than to say his say without stuttering.

I hope this rather lengthy letter will give you some



- insight into the case as to any changes in P-----'s  
(560) condition and that you may pick out things that will  
be helpful to you in charting his condition. Am  
sorry that I cannot be more specific in my answers  
to your questions. Please be assured that I am anxious  
to help the boy for his own good as well as to give  
(565) suggestions for your future planning.

Very truly yours,

Mr. F-----

Harry Bacon  
Graduate Assistant

April 9, 1937

Mr. F-----  
K-----

My dear Mr. F-----:

Your letter of April fourth was received recently.

It contained just exactly the information which I desired. If after further study I have some suggestions to make, I will send them to you later.

(570) Thank you very much for your cooperation.

Yours very truly,

Harry Mason  
Graduate Assistant

## Difficulty Number I: Uncritical Acceptance of the Child's Story.

After reading the reports of this teacher and noting her difficulty in guiding the conferences to fundamental issues after the first few sessions, we may look again at the material she has presented for evidence of attitudes or techniques in conference which have prejudiced her efforts in the direction of ineffectiveness. In the first report, we find a detailed presentation of material which is criticised as to trends in the reviewer's letter which follows. The next report came after an interval of some ten days, and it seemed that the teacher had been driven to rather close adherence to the guide booklet by the task of interpretation set her in the reviewer's criticism. This is mere conjecture, however. Let us examine the report and find a more concrete and objective statement of the difficulty which is presented in it. We find that the teacher has used the questions in the teachers' guide as a catechism<sup>1</sup>. Her interpretation of the answers does not suggest any thorough exploration of the fields covered. She says:<sup>2</sup> "He is not afraid of thunder or lightening. He doesn't have any pronounced fears, it seems. I'd be afraid of the turtles too!" Surely this is too brusque a dismissal of fears as indicators of pathological attitudes.

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1. Page 18, lines 13-14.

2. Pages 23-24, lines 168-170.

A more critical treatment would have been to have assumed several possibilities: (1) that he really had few fears, (2) that the sources of his fears had not yet been tapped, (3) that he might have been apprehensive without knowing the source of his fear; that he might have buried the objective expression of fear, yet still have been bothered by a vague distrust of the unknown. The teacher, however, seemed anxious to convince herself that this story represented the true state of affairs, so she identified herself with him by saying, "I'd be afraid of the turtles too!" It is important to note that she did not differentiate between the significance of her own fears of turtles and those of a boy who normally would be conditioned to such activities as turtle fishing. The teacher was satisfied once she had convinced herself that the fear itself was not a great irritant. The fact that she used the questions in the guide booklet as a catechism is also circumstantial evidence indicating that her questioning was more in the nature of a ritual than of an attempt to encourage the boy to express himself. The clinical psychologist would not be content until he had a more comprehensive description of the forces from which the fear protected the boy. In a later section of the report she said:<sup>1</sup> "He was very disappointed this week-end because his father refused to let him go with the freshman boys to a tournament. He doesn't like farm work

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1. Page 24, lines 184-187.



very well, I feel." A more critical attack upon the material presented might have resulted in some bases for the disappointment, such as defeat by the father, or a feeling of inadequacy upon being defeated once more by fate in his attempt to be "one of the boys". Instead of this we find her willing to explain the disappointment as a "dislike of farm work". This may be interpreted as an attempt to dismiss the subject and so avoid the necessity for further interpretation.

With this for background, we may be prepared for the difficulty which she experienced in finding significant things in the child's experience in which to talk, as evidenced in her last letter<sup>1</sup> "The trouble as I see it in P-----'s case is that now that we have talked over everything, there is nothing new to talk about." One can expect this where lack of critical direction has allowed the child to strengthen all his rationalizations without encouraging him to examine the conflicts behind them.

The difficulty which we see operating here we may call "Uncritical Acceptance of the Child's Story." Evidence from other cases not presented in their entirety<sup>2</sup> shows that this difficulty operated upon several occasions. The following excerpts from reports are from Experiment II.

Teacher number one, who was holding conferences with a

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1. Page 31, lines 382-384.

2. Conference reports and criticisms are listed in Appendix II, pages 113 to 138.

six year old girl, was instructed as follows, with the idea in mind that she should look for compulsive mechanisms.<sup>1</sup> "Ask if she has thoughts that go over and over in her mind, also if there are some things which must be done 'just so'." The teacher's probing in this direction consisted in asking, when the child had brought up the matter of placing pictures on a frieze upon which she was working in an art class, whether of not the pictures had to be placed "just so" or could be placed 'most any way'. The child signified that they could be placed 'most any way', so the subject of compulsions was dismissed. The teacher evidently had little understanding of what "things which had to be done 'just so' might signify, and merely asked a routine question concerning it. Further, the question dealt with a compulsion from without, and not with a tendency within the child's personality. One would almost be prejudiced to conclude that she had decided that the child was "normal" anyway, and was only looking for proof of it. Another item in this case illustrates the same difficulty. The instruction given the teacher was this:<sup>2</sup> "Examine moods, disappointments -- find out what she feels sorry about, whether or not she ever feels guilty." The teacher's questioning upon this subject may be characterized by this one question, which was taken down in the investigator's

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1. Appendix II, page aii 17, lines 90-91.

2. Appendix II, page aii 16, lines 78-79.

notes: "Why do we do things we shouldn't?" Obviously this was what the teacher desired to know, but it was silly to expect to get at the true state of affairs concerning the child's conflicts through such a question. The question which the teacher asked was so phrased as to forestall the necessity for interpretation. The teacher no doubt desired a candid statement from the child which would clear up the point as a matter of fact.

Teacher six reported:<sup>1</sup> "I asked if she liked to be it (in games). She answered 'no' but I failed to find out why she didn't want to be it." The line of questioning followed was: "Do you like to be 'it'?" "Why don't you like to be it?" The question, "Why don't you like to be it?" is a logical one for the teacher to have in her own mind, but it is an absurd one to ask directly of a child of seven years, and can be taken only as an attempt to get a direct statement which would cover the point without interpretation. A more critical approach might be suggested by such questions as "How do you feel when you are 'it'?" "Do you have much trouble in catching the others?" "Do you sometimes get mad when you cannot catch them?" "Are you 'it' most of the time, or do you catch the others quickly and make them 'it'?"

Another example of uncritical acceptance of the child's statements is found in the conference procedure of teacher

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1. Appendix II, page aii 58 a, lines 194-195.



number eight. A question asked by the teacher was: "Are you afraid in the dark?" The child's answer was a head-shake. The teacher's report included the following statement:<sup>1</sup> "She doesn't seem to have any fear of the dark." This statement might be acceptable after a thorough exploration of attitudes of fear and insecurity had been made, or after a casual attitude toward adventures after nightfall had been expressed. In the light of the actual examination made, however, the statement is absurd.

Direct suggestion was used by teacher number ten. She asked: "You don't have any enemies, do you?" Such a question could not be interpreted as a critical attempt to determine the child's status, nor to get him to express himself concerning it; it may be explained only as an attempt to get a direct and prejudiced statement which would stand as fact without critical interpretation.

Probably the most glaring example of uncritical acceptance of the child's story is found in the procedure and interpretation of teacher five. The child with whom this young man had conferences was a boy of eleven years. He came from a neighborhood in which there were very loose ideas of morality and a more or less definite resentment of the authority of the law. Gang activity among the boys was common. The teacher was cognizant of all this. The outstanding emphasis

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1. Appendix II, page aii 81, line 50.



in the child's conversation in conference was defensive, a tendency to distinguish between himself who was blameless and others who were often mean and destructive. Such factors as these should warn the teacher to take the child's story "with a grain of salt" and to suspend judgment as to his underlying motives until further investigating had been done. An excerpt from the teacher's report shows something of his naive acceptance of the child's story:<sup>1</sup> "The boy is regarded quite highly by his associates, at least they respect his physical prowess. ----- He is trusted by his parents in the matter of purchasing articles. The play of the group is largely random play which often gets the group into trouble when something is missing. It seems as if there are some in the group who wish to shift the blame onto others. The boy seemed to have a fine sense of justice." Further on he says:<sup>2</sup> "This child is a well-rounded child of average ability if not even above par. The only reason he doesn't like school is because he didn't like his last teacher as well as he did his former ones."

In this last statement, the teacher seems not to be content with the child's rationalizations, and springs to his aid!

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1. Appendix II, page aii 44, lines 33-41.
  2. Appendix II, page aii 45, lines 51-55.

Reports from Teacher A are presented as a whole in order that the process of accumulation of evidence for difficulties may be followed. The short case-summary at the beginning of the record gives something of the general picture of the case, and also of the difference between the teacher's conception of the child's problem as stated in the registration and that of the clinic as stated in the clinical findings. These should not be compared for number of things cited, but rather for their orientation toward the child. Only one difficulty is traced through the case as a whole.

This boy was registered as being "Retarded, Repeater, Indifferent". He was eight years old and in the second grade.

Upon clinical examination it was found that the child suffered somewhat from attitudes assumed by his father in the home. This man was poor and was making a desperate struggle to keep off relief. His pride was so great that he would not accept gifts of clothing for the children, and according to reports from the teacher, he assumed an attitude of suspicion and distrust of community agencies, including the school. This attitude was reflected in the boy and amplified through his being the one who paid a great deal of the price for his father's pride.

Emotional blocking was evident in conferences, and compensation seemed to be largely sadistic. He picked upon other children and upon animals, according to his teacher. An IQ of 92 was obtained on the Herring Binet test in spite

of some emotional blocking and distraction. Ordinary items of hygiene, such as cleanliness and removal or filling of carious teeth had not received attention. Recommendations of the clinic included the following:

Remedial reading

Check diet with a physician

Catharsis for emotional blocking

Removal of pressure for school success

Private sleeping arrangements

Removal of nagging or urging by other members of the family

(10) Included in the report in this case.

After reading the report, it was suggested that you start holding these conferences with the girl at least two times per week. These conferences should last only be between twenty and thirty minutes in length.

(15) Immediately after the conference is finished you should make out a report of the session for one of the blanks enclosed, filling in the information suggested by the various headings and supplementing this information by a narrative account of the session.

(20) Give a criticism of the session and ask any questions concerning the treatment which should arise. The report should be mailed to

(25) Harry Hudson  
Psychological Clinic  
Park Boys' Home State College  
Gage, Kansas

Your report will be reviewed promptly, and suggestions will be returned to you to guide you in further conferences.

Yours very truly,

Harry Hudson  
Graduate Assistant

January 18, 1937

Miss A-----

K-----

My dear Miss A-----:

(30) This letter is to comply with your request for our special service of assistance in carrying out cathartic conferences with J-----.

- (5) The general idea of cathartic treatment and a description of the techniques employed by the teacher have been worked out in booklet form, and you will find a copy of the booklet enclosed with this letter.

- (10) After reviewing the case with Dr. Kelly, I am recommending that you use the first level of catharsis described in the booklet in this case.

After reading the booklet, we would suggest that you start holding these conferences with the child about two times per week. These conferences should ordinarily be between twenty and thirty minutes in length.

- (15) Immediately after the conference is finished you should make out a report of the session on one of the blanks enclosed, filling in the information suggested by the various headings and supplementing this information by a narrative account of the session.
- (20) Give a criticism of the session and ask any questions concerning the treatment which should arise. The report should be mailed to

- (25) Harry Mason  
Psychological Clinic  
Fort Hays Kansas State College  
Hays, Kansas

Your report will be reviewed promptly, and suggestions will be returned to you to guide you in further conferences.

Yours very truly,

Harry Mason  
Graduate Assistant



February 10, 1937

Miss A-----

K-----

My dear Miss A-----:

- (30) Since sending you the materials and reports for carrying out cathartic conferences with J-----, I have been wondering how you have been progressing. Have you encountered any difficulties? The Clinic is eager to be of service to you in this matter.
- (35) Please let us know how you are getting along. An addressed envelope is enclosed for your convenience.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case J----- Teacher A----- Number 1

B. GENERAL ATTITUDE OF CASE DURING CONFERENCE.

Mute. This first meeting all answers were nods  
(40) and shakes of the head.

C. QUESTIONS ASKED BY CASE.

None.

D. QUESTIONS ASKED CASE BY TEACHER.

You aren't happy as other boys, are you? Why  
(45) aren't you happy? Is it play? Is it work? Do you  
dream? Is it other boys and girls? (There was no  
answer to this one, even when repeated in other terms.)  
Perhaps you could tell me another time.

E. DREAMS, DAYDREAMS, AND FANTASIES, AND CONNECTIONS  
(50) APPARENTLY ASSOCIATED.

None.

F. NARRATIVE DESCRIPTION OF THE SESSION.

J----- had been especially belligerent all day. I  
asked him to stay. I know he thought he was going to  
(55) be scolded. (I have scolded him at similar times). He  
became friendlier in his standing and sitting but I  
could get no vocal response. We parted with a date for  
Thursday evening, when a nod of his head told me he'd



March 12, 1937

Miss A-----

K-----

My dear Miss A-----:

- (70) Your report of your first conference with J----- has been received. In spite of the fact that you seem to feel quite inadequate both the report and the progress you are making are satisfactory. The questions which you have asked him show a good grasp of the tactful approach to the child's problems. The fact that the
- (75) child would not answer the question concerning other boys and girls would suggest that he felt that his social difficulties were a great problem, probably his greatest. If his inability to answer ~~came~~ pretty largely (so far as you can tell) from emotional
- (80) insecurity, this would be all the more likely to be true.

- Everyone who starts cathartic work becomes impatient at the slowness with which the child gets around to telling about his real troubles. It is well to bring
- (85) them up (as you have done) in the first conference, so that the child will get a slight idea of the purpose of this conference. Then it is usually wise, depending upon the emotional strength of the child, to avoid pressing him a great deal to talk about his troubles
- (90) for a time. Allow him to tell about things which seem more or less indifferent, even things which are largely impersonal, so that he will build up some confidence. During this time, you can observe the trends of his wishes and thoughts. You might ask yourself, "What
- (95) wished-for land is he exploring now?"

- It is not necessary to avoid disciplinary measures completely during the time when J----- is having conferences. It would not be good for him nor for your room if he should "get away" with too much. It
- (100) is not too hard, usually, however, to make discipline impersonal and to make the atmosphere of conferences so much different that he will not bring much of his inhibited attitude into conferences. They will be places where he feels secure.

- (105) Do not feel defeated if a conference ends without J----- having said much. If he merely feels that someone is interested in him and will spend a few minutes with him, he should gain some emotional



- stability. I would suggest that for the next week or
- (110) two you keep him interested in conversation, no matter what the subject of the conversation may be, and make him feel that he is not being "kept in", but that he is merely visiting with the teacher. His problems will probably come out of their own weight after a few
- (115) conferences. If they do not, we will try to work out some method of going into them which will not upset him too much. If it becomes necessary for you to initiate much of the conversation in the next few
- (120) conferences, I would suggest that you talk of things in which he is interested, without trying to get him to expose his personality further.

- You need not feel inadequate. You have opened the conferences well, and you may be surprised to find him quite ready to talk of his troubles next time. One
- (125) can never tell which way these cases will start going at this stage of the treatment. He may tell so much of his troubles that you will have to stop him to keep him from becoming too depressed. I have described the technique to be used in the other case, however, since
- (130) it would be more likely to cause you trouble. Please let me know what difficulties you encounter, and let me know if my suggestions are not sufficiently clear or helpful. I am very eager to follow J-----'s progress.

- A stamped envelope is enclosed for your convenience in
- (135) sending your next report. Illness cannot be avoided sometimes, it seems, and we hope that it will not interfere with your work further.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case J----- Teacher A----- Number 2

A. GENERAL TREND OF MATERIAL PRESENTED BY CASE.

(140) A lack of response when spoken to, sometimes seeming so much like stubbornness, yet isn't. A stoppage in ready speech.

B. GENERAL ATTITUDE OF CASE DURING CONFERENCE.

Improved in friendliness over first meeting --  
(145) quite reticent still.

C. QUESTIONS ASKED BY CASE.

None.

D. QUESTIONS ASKED CASE BY TEACHER.

Is it boys and girls who make us unhappy? What  
(150) do they do? What can we do to help? Are we always good to them? What boys do we like best? Why? Do you always think you are as good as you can be? What do you think about when you are alone? In what way are you not always good?

(155) E. DAYDREAMS, DREAMS, AND FANTASIES REPORTED, AND CONDITIONS APPARENTLY ASSOCIATED.

Says he doesn't dream.

F. NARRATIVE DESCRIPTION OF THE SESSION.

He answered yes to 1. "Hit and call names" to 2.  
(160) No answer to 3. or 4. Named one -- because he is always





March 18, 1937

Miss A-----  
K-----

My dear Miss A-----:

(165) Your report number two of conferences with J----- has been received.

(170) It is encouraging that he is willing to face his problems even to some degree at this stage of the conferences, and you should be careful not to make him feel that he is being quizzed too much. In order that we may get J-----'s viewpoint, let us put ourselves in his place. He is not happy, and feels that he has done wrong. He also feels that he is "giving in" or yielding to authority when he tells the teacher his troubles. Although you may have assured him that he (175) is not to be punished for what he tells you, he cannot immediately get rid of the feeling that he is a youngster being corrected by an older person. Consciously, he is no doubt trying to cooperate, and that is a very good sign, but we must remember that the (180) conscious part of his personality is not all of it.

This suggests that our first job is to get the conferences on a conversational level, not so much a level of exchange of ideas between the teacher and the child as equals, but a level where the child talks spontaneously. (185) You can ask yourself, "What would I dream about if I were his age?" and then try to induce conversation between yourself and him. You might experiment in this by introducing some play-activity such as blackboard drawing, "straightening up" the room, or some such (190) activity in which conversation would be natural and necessary. You should be careful, however, to keep these activities from becoming too important to the conference. There should always be sometime for conference after such activity has been completed. In- (195) so-far as it is possible, you should avoid using a great many questions, since they make the child feel that he is on the "rack". Assuming that the child is already struggling to express himself, a question can often be used to help him along, to make his difficulty (200) more clear cut for him; but an excess of questioning tends to drive him back behind his defenses. This is just as true for the child who wishes to cooperate as for the one who is not eager. Sometimes a long period



- of silence can be used effectively. After activity  
(205) has been stopped you may initiate the conversation or wait for the child to do so. You can judge whether or not he will take the initiative, but after he has developed some self-confidence, you may wait as long as a full minute or even two in silence. He is less  
(210) likely to be defensive if he himself initiates the conversation.

- I am enclosing a second printing of the cathartic manual which is, I think, more nearly readable than the one you have. It is still not free from typographical  
(215) errors. In order to fix in mind the points I have mentioned in this letter, I suggest that you read again the paragraphs marked on pages three and twenty-three. These paragraphs may be helpful, though I can see now that they are inadequate explanations. They do not  
(220) sufficiently stress the need for active cooperation of the child, and methods for gaining it.

- You may be sure that you are getting along quite well. You seem to be getting good cooperation from J-----, and I hope that the suggestions given above will help  
(225) you to make it more active. Please feel free to report any difficulties you encounter without fear of censure, for you are attempting a challenging task in which the difficulties are likely to be as great as are the rewards for which you strive.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

(230) Case J----- Teacher A----- Number 3

A. GENERAL TREND OF MATERIAL PRESENTED BY THE CASE.

Rather on guard as to remarks -- careful to give out no personal information.

C. QUESTIONS ASKED BY CASE.

(235) None.

D. QUESTIONS ASKED CASE BY TEACHER.

Did you discover what you thought while alone?

Was mother right or wrong? Were you rather provoked with her? Have other boys and girls hit you or called

(240) you names? Why didn't you want to stay to visit this evening, J-----? Will you help me finish setting out the flowers?

E. DREAMS, DAYDREAMS, AND FANTASIES REPORTED, AND CONNECTIONS APPARENTLY ASSOCIATED.

(245) None.

F. NARRATIVE DESCRIPTION OF THE SESSION.

We didn't say much. Saturday when alone he thought about going out to play. Mother wouldn't let him because of the storm. He felt she was wrong and he was

(250) angry with her. He didn't say what he wanted to do about it. We finished the flowers. He'd like to do those things or hammer and saw all of the time.

Your letter of yesterday explains all questions I had in mind and nothing of enough importance took place (255) tonight to call up more questions.

Tuesday A. M.

Our school has just been closed for scarlet fever.

(260) Therefore there will be a break in this work, too.

(265) Of course, you will have to use your own judgment, and it might be well to offer the children a few days of rest, as they may be coming in from school and bringing in a great many others, and that would mean, with as little (270) to change her mind.

There is some talk of closing our school, as well as of scarlet fever too. I hope that you will manage the illness.

Yours very truly,

Harry Mason  
Assistant

March 18, 1937

Miss A-----  
K-----

My dear Miss A-----:

(260) Your report of conferences with J-----, numbered three has been received.

(265) The same suggestions as apply to the last report will apply. The saw-and-hammer idea should be good if you could give him training with it, since it might offer some catharsis of a slightly different type than the conferences.

(270) Of course, you will have to use your own judgment, but it might be well to offer the explanation that even if mother may be wrong in some things she is right in a great many others, and that getting angry will not help to change her mind.

There is some talk of closing our schools on account of scarlet fever too. I hope that you will escape illness.

Yours very truly,

Harry Mason  
Graduate Assistant



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case J----- Teacher A----- Number 4

(275) B. GENERAL ATTITUDE OF CASE DURING CONFERENCE.

Quite friendly and conversationally inclined.

(280) C. QUESTIONS ASKED BY CASE.

None.

D. QUESTIONS ASKED CASE BY TEACHER.

(280) What do you think about when alone? Family?

Whom do you play with mostly? What do you think about school? Is it important that boys and girls be nice to you? What do you want to be when you grow up?

F. NARRATIVE DESCRIPTION OF THE SESSION.

(285) Answers to questions and a story about an old lady who was sick in a farm house alone. Wants to live on a farm - have a wife and a large house. He rubbed hands together all the time we were visiting.

G. QUESTIONS CONCERNING TREATMENT.

(290) I seem still to have difficulty in getting J----- to tell anything really personal.

March 27, 1937

Miss A-----

K-----

My dear Miss A-----:

Your report number four of conferences with J----- has been received. It seems that you have accomplished the objective which I suggested in my last letter, that  
(295) of getting J----- to talk in a friendly and conversational manner. From the information given, however, I would judge that he is still somewhat inhibited. You may expect some difficulty in getting him to talk of personal matters. I have found in my work of this kind  
(300) that it is very hard to wait for the child to "get down" to business" and face things. One can be more sympathetic, however, if he can look back into his own life and remember instances when it was impossible for him to think out the proper attitudes to take toward emotional  
(305) problems. A few years later, the solution seemed perfectly obvious. Likewise we must realize that J-----'s problems of getting along with his playmates are as serious to him as death of a dear friend or an intense disappointment in a love-affair might be to an older  
(310) person. This should not lead one to pity him, however, but to wait patiently and to appreciate the difficulty which he has in meeting his problems. Of course, the teacher's business is to speed up, as much as she can, facing these problems. There would be no need of  
(315) conferences if her problems were just to "get over" his helpless attitudes in the natural course of affairs. The mere fact that he gains some status or self-security by talking to someone who will not criticize him is a great factor in speeding up his recovery. In questioning  
(320) him, I would suggest that you use just a few questions at a conference, probably only one or two, and that you space them so as to coincide with his short pauses or silent spells. It might help also to make the questions concern some specific event which has happened within  
(325) the last day or two, though at first you must be careful not to touch matters that are too highly charged with emotion. Such a question as "How did you get along playing Blackman today?" or, "Do you play marbles much with the other boys?" might be useful. If  
(330) this brings up some problem of adjustment you should help him to meet it straightforwardly and not to excuse himself; though he may not be able to solve the problem completely at once.

I feel that you are progressing well with this boy.  
(335) I will be looking forward to further reports.

Yours very truly,

Harry Mason  
Graduate Assistant



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case J----- Teacher A----- Number 5

A. GENERAL ATTITUDE OF MATERIAL PRESENTED BY THE CASE.

The most predominating attitude is "I am right,  
I already know and it doesn't make any difference."

(340) D. QUESTIONS ASKED CASE BY TEACHER.

It has been some time since we've visited. Would  
you like to tonight? How did we get along playing?  
Do you like to play cat and mouse? If we expect the  
other children to be nice to us should we not be nice  
(345) to them?

F. NARRATIVE DESCRIPTION OF THE SESSION.

My first question met with a surprise -- "I have  
to wait, I'd like to stay." I have felt he didn't wish  
to take part in this business. At the present moment  
(350) he is building shelves in a box which will be our  
schoolroom post office. He is happy, too!

G. QUESTIONS CONCERNING TREATMENT.

Our next conference will be Monday evening. While  
he is hammering shall I ask him if he still thinks he  
(355) is not always as good as he should be -- or should I  
not meet it directly? He still sits and looks down at  
his nose and fumbles his fingers when we are just  
carrying on conversation.



Just now when I went to help him with some nails we  
 (360) found some we couldn't pull -- shall I liken them to  
 people who will never do what is wanted of them yet  
 avail themselves nothing -- Is it too complicated for  
 him to see the point?

(355) I have been interested in maintaining the presence of  
 J----- I am particularly interested in the results  
 of your collaboration with J----- and with  
 the improvement in his reading. Before we can discuss  
 in, please I would like to know in order that I can  
 (360) better picture J-----'s progress and also in order that  
 the clinic can develop better methods of treatment with  
 difficulties.

1. Has J-----'s reading improved?

(375) 2. Has J----- been working on reading lately?  
 the ability?

3. Does he seem any brighter now and  
 somewhat less fearful?

(380) 4. Which has seemed to be most helpful, removal  
 of pressure of work or other factors of adjustment  
 cooperation?

5. Have conferences with J----- or had you to  
 have better insight into the problems of  
 others?

(385) 6. When of the following have given you  
 difficulty in treating J-----'s problems?

- (a) lack of time to work with the child.
- (b) lack of facilities in the community.
- (c) lack of cooperation by you.
- (d) lack of cooperation by parent's people.
- (e) disagreement as to what improvements
- (f) other factors (describe).

(390) You might also want the paper only in facilities that  
 service we have been giving you with regard to collection  
 conference reports. Are instructions given sufficiently  
 (395) definite? Do they seem to help you understand J-----'s  
 reactions? We would appreciate a very long letter  
 telling of your progress.

Yours very truly,

Harry Huxon  
 Graduate Assistant

April 5, 1937

Miss A-----

K-----

My dear Miss A-----:

(365) Since the Child Guidance Clinic at ----- last January, I have been interested in summarizing the progress of J----- . I am particularly interested in the results of your cathartic conferences with J----- and also with the improvement in his reading. Below are some questions for which I would like answers in order that I can  
(370) better picture J-----'s progress and also in order that the Clinic can develop better methods for treating such difficulties.

1. Has J-----'s reading improved?
- (375) 2. Has J----- less tendency to retreat into his shell?
3. Does he tease other children less and manifest less cruelty?
- (380) 4. Which has seemed to be most helpful, removal of pressure for school success or cathartic conferences?
5. Have conferences with J----- helped you to have better insight into the problems of others?
- (385) 6. Which of the following have given some difficulty in treating J-----'s problems?
  - (a) lack of time to work with the case.
  - (b) lack of definiteness in recommendations.
  - (c) lack of cooperation by case.
  - (d) lack of cooperation by case's parents.
  - (390) (e) discouragement due to slow improvement.
  - (f) other factors (describe).

(395) You might also take the opportunity to criticise the service we have been giving you with regard to cathartic conference reports. Have instructions been sufficiently definite? Do they seem to help you understand J-----'s reactions? We would appreciate a very long letter telling of your progress.

Yours very truly,

Harry Mason  
Graduate Assistant

May 17, 1937

Mr. Harry Mason  
Psychological Clinic  
Hays, Kansas

Dear Mr. Mason:

I will answer first the questions regarding J-----.

- (400) 1. His reading has improved slightly.  
2. His tendency to retreat into his shell is less marked in the everyday schoolroom, but if we have company it is very distressing to him.  
3. Difficulties on the playground when I am on duty have almost disappeared; when another teacher is  
(405) out (he had her for two years in the first grade) he is nearly as unruly as previously. Going to and from school he occasionally does the cruel things. Once he chased two smaller boys into the loft of a barn and kept them there with treats of "cleaning up on them"  
(410) until a father came to the rescue.  
4. I believe the conferences were mostly helpful. He knew so well what he could do that when he wasn't made to do he got the notion he was "putting something over".  
(415) 5. Yes.  
6. (a) Lack of time is a very serious drawback to a regular teacher carrying on this work. After our quarantine situation ended my work became so heavy that I had to end the conferences and it has been too bad  
(420) for I can see a difference in J----- though I've never learned wherein he thinks he's a bad boy.  
(b) I think I understood what was to be done.  
(c) Parents didn't help any and J----- felt that he had to "stay in" when we had conferences. You  
(425) remember they didn't attend the clinic.  
(d) J----- resented the situation at first but came later to enjoy our visits and asked if he might stay to do this or that and of course talk.  
(e) I think my discouragement was due to lack  
(430) of time for the work.

I think perhaps to begin with I knew too little of what I was to do. After a few trials it worked out nicely. Perhaps more definite discussion of the work before I began would have helped. I feel there should have been  
(435) some closing of the conferences rather than just quitting as I did.

(The rest of the letter concerns another case).



## Difficulty Number II: Teacher Deals With Problems the Child Creates, Rather than With his Personal Problems.

Beginning with the registration blank in the case treated by teacher A, we find the teacher's statement of the child's difficulty. It is striking that this is in the nature of a complaint against the child. There is no suggestion of his conflicts, his feelings, only the statement:<sup>1</sup> "Retarded, Repeated, Indifferent." If this represents the traditional teacher-versus-pupil attitude, we can expect it to cause trouble for the teacher when she attempts to hold cathartic conferences. A little study will show that this traditional attitude, so far as the teacher is concerned and regardless of the child's part in creating it, may be expressed as a tendency for the teacher to deal with the problems which the child creates rather than those he faces as internal conflicts. We may examine teacher A's reports further. She has said:<sup>2</sup> "I feel inadequate because I have antagonized the child so much previous to the day of the clinic. He has not been crossed since then even though often he hasn't fitted in the plans with the room." We see here that in attempting to turn away from the problems which the child has created, the teacher is made to feel inadequate. Her further query<sup>3</sup> "Am I even

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1. Page 47,
  2. Page 52, lines 60-63.
  3. Page 52, line 68.



started?" further accentuates the idea that she feels herself upon uncertain ground. In the next report,<sup>1</sup> we see both attempts to encourage catharsis and to deal with the child as a citizen, that is, to exhort him to do better with regard to the social situation. The first two questions asked by the teacher<sup>2</sup> "Is it boys and girls that make us unhappy?" and "What do they do?" encourage catharsis. The next two<sup>3</sup> are appeals to the citizen, and receive no answer. "What can we do to help?" and "Are we always good to them?" The questions<sup>4</sup> "Do you always think you are as good as you can be," and "In what way are you not always good?" are also appeals to the citizen rather than questions calculated to achieve unburdening of the heart. In report number five<sup>5</sup> the teacher crossed out the word "trend" on the hectographed form in favor of "attitude". Then she said: "The most predominating attitude is 'I am right, I already know and it doesn't make any difference.'" Against this attitude the teacher put this question:<sup>6</sup> "If we expect the other children to be nice to us should we not be nice to them?" She was again focusing attention upon responsibility

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1. Page 55, lines 149-154.

2. Page 55, lines 149-150.

3. Page 55, lines 150-151.

4. Page 55, lines 151-154.

5. Page 65, lines 337-339.

6. Page 65, lines 343-345.

to society rather than upon the child's problems. If the attitude of the child had been receptive, she might have used such a question as: "How can we get others to be nice to us?" This would be permissible only if the child had determined already to court the favor of others, and would be out of place with this child at this time. The social emphasis is still evident in the teacher's last report:<sup>1</sup> "Just now when I went to help him with some nails we found some we couldn't pull -- shall I liken them to people who will never do what is wanted of them (the child, by implication) yet avail themselves nothing?" Here we see that after the teacher has come to recognize that this child has personal problems, she cannot think of them as matters of internal conflict, but must couch them in terms of social problems to which the child must be roused.

The child who needs catharsis is one who has unsolved personal problems. A teacher who cannot divorce these problems of the child's own personality from the problems which his unbalanced behavior creates in the social milieu is naturally a poor director for his cathartic expression. Opinions may differ as to the exact role of a director of cathartic conferences, but if the conferences are to remain cathartic in character their main emphasis must be upon spontaneous expression by the child. This is manifestly

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1. Page 66, lines 359-362.

impossible when any attempt to convince the child is used. The director may, if she feels sure of herself, help the child to put his thoughts into words, but she must use tact and judgment in doing this. We may see in the case quoted above that the tendency to interpret material presented in terms of problems created by the child rather than in terms of his own problems is a serious difficulty. Evidence from cases not reviewed in full here (Appendix II) shows that this difficulty operates in a great many cases. The following is taken from the report of teacher number six, Experiment II, who was holding conferences with a very shy little girl. The child showed a great deal of resistance to probing into her feelings. There was ambivalence, however, since the child made obvious efforts to come into relationship with the teacher by reciting poems, singing songs, etc. The teacher said in her report:<sup>1</sup> "When asked why she quarrelled with her, she answered, 'because she quarrelled with me'. I do not hold this against N----- (the child must be judged!) as I know the other girl is very difficult to get along with.

If I had N----- in school I would try to help her by having her be leader of a small group of children of her age in some small classroom or playground project. I believe that association with children would tend to make her more sure of herself." There has been no attempt made here to

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1. Appendix II, page aii 50, lines 33-42.



differentiate between conditions which might break or submerge the child's personality and those which would favor its gaining strength. Therapeutic responsibility is shifted from the child to the child-society.

Teacher number ten reports, in answer to questions, "What significant things were revealed?" "Why do you think the child revealed them?"<sup>1</sup> "The most significant things revealed were what she wanted to be when she grew up, and her work at home and school. She might have revealed her ambition because she realizes that being a musician is quite a recognizable talent. Perhaps she wants people to know that she has a high ambition."

In answer to the question, "What does this conference indicate as the most significant considerations in teaching this child?" the teacher wrote:<sup>2</sup> "I think it would be wise to see if she dislikes other subjects since she talked so much about music and art. If she does, we should try to stress the importance of other subjects along with music and art. Show her she must have these other subjects."

This is interesting evidence since it deals with the child almost entirely as "something to be moulded" rather than as a person who may be directed to a certain extent in solving her own problems.

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1. Appendix II, page aii 97, lines 43-48.

2. Appendix II, page aii 97, lines 57-61.



Teacher number fourteen, in her conference report, said:<sup>1</sup>  
"After my conversation with D----- I wonder what her motive is in wanting and making new friends. Is it that she really likes friends for friends' sake or is it for popularity's sake?" This statement contains the closest approach to an analysis of the child's personality that the investigator could find in this teacher's reports; yet the motives referred suggest no sympathetic penetration of the child's personality.

Teacher eight's characterization of the child with whom she held conferences may be seen in this excerpt from her first conference report:<sup>2</sup> "I think she is selfish and quite shy. She seems very self-conscious. I think she resents authority. She is quite independent -- that is she does things her own way." Suggestions for treatment are after the pattern of the following excerpt:<sup>3</sup> "I don't believe that force should be used, but by encouragement she may be helped very much. However, she must learn to take and not feel everything is boresome." The teacher sees, evidently, that the child does have problems, but the emphasis in therapy is entirely upon manipulating the child into her proper place in the social milieu.

Teacher number one said of the child with whom she held

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1. Appendix II, page aii 127, lines 77-80.

2. Appendix II, page aii 81, lines 46-49.

3. Appendix II, page aii 82, lines 75-78.

conferences:<sup>1</sup> "She seemed to be a normal child except in her ability in relating past events. ----- I would like to know if her restlessness was due to the situation or is a characteristic of her.

She likes action games and too much play might cause her restlessness. I wonder if she is interested in drawing. Her drawing of the checkerboard would seem to indicate this. I would want to help her so that her talking would be an asset and not a liability. I would like to know why she likes fairy stories."

The checkerboard to which the teacher referred was a diagram drawn upon the table-top by the child to indicate that on alternate days she was "good" and "bad". While this material does not present objective evidence of consideration of the child's problems from society's viewpoint rather than from one sympathetic to his conflicts, it shows an obtuseness in looking for signs of internal conflict and an emphasis upon superficial considerations. The investigator's interpretation of the same material presented by the child shows a contrast in point of view. It may be seen that the behavior described is the same, but the investigator's interpretation stresses the possibility of mechanisms within the personality rather than reaction to the child as a "lump".

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1. Appendix II, page aii 15, lines 41-56.

<sup>1</sup>"Her fearful dreams, from which she took her mind away voluntarily, may show that her ego or central character is gaining strength, though they also suggest compulsive mechanisms. Her ability to diagram things, shown by her idea of telling how she was good one day and bad the next, shows some power of abstraction. This, coupled with her active imagination, would make one look for a slight compulsive tendency."

Further evidence of a tendency to deal with the problems the child creates rather than the conflicts he experiences is found by examining the conference techniques of some of the teachers. Where the teacher has set a goal for a conference, such as finding out about some particular tendency, and has pursued that goal without due regard for the child's tendency to resist probing, we may say that she has emphasized problems created by the child or by interaction of the child and teacher (conference goals) at the expense of a consideration of his personal conflicts. The tendency of the teacher to "pound away" with questions, even after the child has fallen into a stereotype of answers such as "I don't know", indicates that she has little appreciation for the tensions within the child's personality. An excerpt from a report of teacher B follows:<sup>2</sup> (Questions asked case by

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1. Appendix II, page aii 16, lines 68-76.

2. Appendix I, page ai 20, lines 424-427.



teacher) "You want to be a 4-H State leader. Do you think you will be one?" "Why?" "Why don't you know?" "What will you have to do to be one?" "How much schooling will you need?" "How far do you intend to go in school?" (Narrative description of the session)<sup>1</sup> "----- Each time the answer was 'I don't know'. When she said she didn't know whether she would attain this or not, she said 'and I don't care, Daddy and Mother will take care of me' and laughed. I asked her if Daddy and Mother would always take care of her. She replied 'I don't know.'"

An appreciation for internal conflict would have indicated that resistance to expression was too high to be overcome by direct questioning. Yet the teacher unconsciously set her goal (to find out something about the child's occupational orientation) over against the child's personal integration, and tried to break down this integration in order to achieve her goal.

Two examples of the same tendency may be cited from observation of conferences of teachers in Experiment II. Teacher number six, at the beginning of a conference, asked a very shy and defensive little girl to tell a story about herself. The child was immediately unable to say anything. Then the teacher told her a story and again asked the child to tell a story about herself. A little later she suggested

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1. Appendix I, page ai 20, lines 426-437.



that the little girl and the teacher together make up a story about the little girl. The initial resistance to giving personal information seemed to spread, and there was little more disclosed during the conference. Here again the teacher's goal had been definite (to get the child to tell about herself) and she had been willing to test the child's personality to the breaking point in order to achieve it.

Teacher number eight spent some minutes trying to get a girl to tell about things which made her angry. This insistence might have gotten results with another child, but the significant thing about the procedure was that the teacher did not stop after the child ceased trying to cooperate. In the first two of the cases cited in this connection, corroborative evidence of the teacher's lack of appreciation for internal conflict is offered in reports. Teacher B said:<sup>1</sup> that the child was "stubborn" and made no further analysis of the situation. Teacher six said:<sup>2</sup> "I tried to get her to tell a story about herself but she wouldn't." (not "she couldn't").

In the case of teacher B,<sup>3</sup> there is likewise a tendency to deal with and characterize the child in terms of her reaction against her environment rather than in terms of her

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1. Appendix I, page ai 24, line 515.

2. Appendix II, page aii 58 a, lines 179-180.

3. Appendix I, pages ai 3 to 24.

personal conflicts. A cursory examination of the reports shows that the teacher was well aware that the child was very dependent from the outset. She makes frequent references to the "dependent ideas" and "don't care attitude". Her inability to extend her interpretation, either in conferences or in everyday observation, into the underlying reasons for this dependence is evident in her final letter in response to a follow-up some time after the conferences had been discontinued. In this letter she characterizes the child as follows:<sup>1</sup> "L----- is very stubborn. She does not seem to care what happens. She will not read a word which she doesn't have to read. Perhaps this is due to the fact that she cannot read and will not try. I, as well as her parents, have been working with her and giving her special time in learning to read. The more we try to help, the less she works and will not try. She always says, "I don't care." She doesn't know her letter sounds and will not practice them. Therefore she cannot read or spell."

Evidently the teacher had not been apt at interpreting the effect of the "help" she had given the child upon the child's personality integration. She did not mention the child's fears and compensatory mechanisms nor suggest that they might be connected with the child's "stubbornness". The investigator does not mean to imply criticism of the

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1. Appendix I, page ai 24, lines 515-524.

teacher because she was balked by a particularly difficult case, but cites this material as evidence of the teacher's inability to interpret the child's reactions in operational concepts. The terms: "stubborn" and "don't care" tell very little about the child. They are expressive of society's opposition to the child's conduct. "Don't care" is merely a dismissal of the person's problems; "stubborn" tells nothing of the child except that she resists society.

That some teachers are able to make a more adequate analysis of the child's personality is shown by the following excerpts.

Teacher number three said:<sup>1</sup> "He told one of his dreams about a huge bird with a ruler in its claw. It chased P----- and his sister out of the bedroom and tried to scratch and hit them. He said it always seemed to be after them and they couldn't get away. It may be that he had seen the N. R. A. sign before then or it might be a carry over that he was afraid someone might punish him."

"I plan to meet with P----- sometime next Tuesday. I would like to ask him more about his dreams to see if he often has dreams of "something after him." ----- I would like to be able to help him see that he wants to go to school to read and learn what other things are happening in the world. How I will do this I don't exactly know, at present, but I want

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1. Appendix II, pages 27 and 28, lines 35-53.



him to come to the conclusion by himself."

Such an analysis as this could at the most do the child no harm. Although the teacher had no clear conception, as indeed few psychologists have, of what the balance of forces within the personality is, she realized that it must be adjusted, and was searching for some way to make it evident to the child that he should make the adjustment for himself.

In the reports of teacher seven there is some penetration of the child's conflicts. Distinct fears of kidnapping, also a jealous desire to be "first" were disclosed in the conferences. The following is a part of the teacher's interpretation of the material presented:<sup>1</sup> "I am rather at a loss to know how to treat the things brought out by this interview, but it seems to me that this little girl's fears of being kidnapped or hurt by rough people can be overcome by getting her to see that she has invented a notion or attitude toward these things, which in her case, are unreal, and thus be able to rid herself of these feelings of fright." Here we see some implication of opposed forces within the personality. The sentence, "She ----- be able to rid herself -----" implies that there is some force within the child which may be controlled by a more dominant sector of her personality. The chief criticism of the analysis is that it offers no hint of how the dominance might come about, and suggests a rather blunt didactic approach to the difficulty.

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1. Appendix II, pages aii 64 and 65, lines 47-53.



### Difficulty Number III: Didactic Procedures Improperly Used.

This heading refers to using the cathartic conference as a teaching situation rather than as one in which the child achieves free emotional expression. While it may overlap considerably with the previous title, it is discussed separately because it might be treated as a mechanical difficulty to be overcome through direct instruction of the teacher. On the other hand, it is probably better to present overlapping categories than to force material under concepts which may not describe properly all its features.

Although we must be extremely careful in drawing conclusions concerning the actual mechanics of conferences which were reported by mail, the following seems incontrovertible evidence of clumsiness in using didactic procedures. Teacher B, who gave up conferences after a time because the child was too defensive, had reported already that she was having little success in getting the child to face her problems. In a report, she said:<sup>1</sup> "We talked about cultivating the habit of becoming angry and she cried." It is evident that the child did not initiate the subject of "cultivating the habit of becoming angry". Such a direct didactic effort would doubtless strike a death-blow to any effective catharsis. In a later conference, the teacher had decided to talk about occupations. The following are the questions which were used

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1. Appendix I, page ai 13, lines 259-260.

by the teacher, and are the ones to which she refers in the narrative description of the session:<sup>1</sup> "You want to be a 4-H State leader. Do you think you will be one?" (This suggestion came from the teacher in a previous conference. The child had expressed interest in 4-H work, so the teacher had suggested becoming an outstanding leader in the field. There is no evidence that this ambition was ever heartily endorsed by the child). "Why?" "Why don't you know" "What will you have to do to be one?" "How much schooling will you need?" "How far do you intend to go in school?" (Narrative Description of the Session): "We sat down quite restful and as appeared for a little visit. L----- would not say anything of her own, so I questioned her on the above. Each time the answer was 'I don't know'."

Here we may see quite definitely a teacher who has held herself responsible for teaching in the conferences to such an extent that catharsis as an "unloading" by the child was completely disregarded.

Another instance of this difficulty comes from the reports of teacher A. Her case was a boy of six years who was quite inhibited and defensive. His attitude, according to the report, was<sup>2</sup> "I am right, I already know and it doesn't make any difference." In the same conference in which this

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1. Appendix I, page ai 20, lines 424-432.

2. Page 65, lines 338-339.

attitude was present, the teacher used the following question:<sup>1</sup>  
"If we expect the other children to be nice to us, should we not be nice to them?" If the child had shown evidence of having begun to take this attitude himself, and the teacher's question merely crystallized it, it would be permissible, but when used against the attitude described above, it is a poorly placed attempt at teaching. It is interesting to observe that after the teacher had substituted activities such as watering flowers for such didactic attacks, some catharsis was effected.

The tendency for two of the teachers in Experiment II to continue questioning after definite resistance was encountered<sup>2</sup> may also be interpreted as misplaced didactic effort. The following questions were asked by other teachers in Experiment II. They show the use of direct suggestion in an effort to make up the child's mind for him. (Teacher 5)  
"But you don't steal when you're with them, do you?"  
(Teacher 10) "You don't have any enemies, do you?" (Teacher 13)  
"But you don't worry about that, do you?"

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1. Page 65, lines 343-345.

2. Pages 77 and 78.



Difficulty Number IV: Ineptitude at Following Trends in the Material Presented.

Direct and enlightening evidence concerning this difficulty is found by studying the reports of the teachers who worked in Experiment II where the investigator could observe the conferences. The first evidence bearing upon this difficulty is in observations which have been made as to leads which a clinical psychologist would see as pointers toward possible significant material, but which were passed up without further exploration by the teachers. The teachers' lack of acuity in letting these opportunities pass will acquaint one with the loss of time and consequent opportunity for rationalization by the child which ensued. By continued lack of interest in significant material, some of the teachers seemed to discourage the children insofar as conversation concerning their personal problems was concerned. Some description of the child in question may be given where his peculiar character bears upon the significance of the lead given by his conversation.

Teacher number one had a girl of six who presented considerable verbal output, and whose conversation indicated something of a tendency to oversystematize thinking. Though exploration by the teacher was not sufficient to establish such a tendency definitely, compulsive mechanisms seemed likely. In the first conference, the child said: "One time I started to dream about wild tigers and lions. I started to get scared



so I made myself quit." This might well have been followed to see the nature of the force which was active in "making herself quit". Some questions which were in the investigator's mind were: "Was this tendency an introjected mother's voice? Was the child in terror? Did the child have an ambivalent tendency toward the dreams, first unconsciously courting them and then finding that they were too much for her?"

Instead of touching upon these, the teacher started a new subject of conversation, nor did she return to this material later.

Teacher number two had a child of nine who seemed to be in retreat from competitive situations and who displayed considerable ability in fantasy. The child said: "I wouldn't want to drive a gas truck, though, they might explode." This might well have been followed for the child's general attitude toward dangers. No attempt was made by the teacher to follow the material presented for such indications. Such questions as the following suggested themselves to the investigator: "Are there some other big things that might explode?" "What do you do when you are frightened?" "Do you ever make up stories about things that scare you?"

Another lead presented by this child was his statement to the effect that he liked to play with girls better than boys. This seemed to represent a good opportunity to discover whether his preference for girls was based upon erotic considerations or merely upon more favorable competitive

conditions in games.

Teacher number five held conferences with a child from a section of town noted for low moral and economic standards and for gang activity. This boy was eleven years old. In describing his play, he made several references to gang activity of which he seemed not to approve, but about which he knew almost all details. This suggests that it would be desirable for the child to formulate and express his ideas concerning property and his attitude toward the property of others. The child said: "The other kids steal sometimes." This seemed to the investigator to be an opportunity to talk about property. Some questions which came to mind were these: "Does the child fear arrest? What is his attitude toward property?" "Does he identify with the robber or the victim?" "Would he steal if others didn't think it were wrong?"

The child with which teacher number six worked was very shy, six of seven years of age. When asked a question concerning herself, she was very much embarrassed and could seldom find any adequate expression. After being told a story of a dog chasing a kitty, the child told a story about a kitty. One would naturally think of following up such a lead to allow the child to express her identification with the kitten which was chased. Such questions as "Which do you like best, the dog or the kitty?" or "How do you suppose the kitty feels?" suggested themselves to the investigator.

Teacher number seven had a girl of nine years who

exhibited a great deal of jealousy toward her favorite playmate. In relating a dream, she told of dreaming that she was smothering the other girl. It would have been desirable to bring this out more vividly, with further questions, perhaps in a later conference.

Teacher number nine had a boy who was not seriously worried or troubled, yet the one lead which seemed to the investigator to present an opportunity to penetrate the child's conflicts was passed up. The child, speaking of some others who went on a picnic, said with some show of disappointment, "They didn't invite me." The investigator thought of following this up to determine what the child did when disappointed; whether he found other activity or felt unhappy and lonely for some time, also whether or not he fantasied revenge.

Teacher number ten had a child who was quite talented, and who had little to say concerning internal conflicts. The child said this one thing, however, which suggested further exploration. "I made a mistake at school." This seemed an excellent opportunity to bring out her attitude toward mistakes, and her reactions toward making them, also from whence came the self-condemnatory voice which owned the mistakes.

Teacher number eleven had a girl of seven years who seemed quite worried over debts owed by her parents. Following a suggestion made by the investigator, the teacher asked the child if she had ever imagined that she had other parents



than her own. She replied that she did, yet the teacher made no effort to find out what sort of people they were.

The child with whom teacher fourteen held conferences was a girl of fourteen years who was just entering senior high school work. She talked in a very superficial vein and left very few openings through which one might encourage her to express her real motives. Some activities which the girls of the neighborhood were carrying on during the summer were mentioned, the child commenting that they got "extra credit" at school for them. This suggested to the investigator some questions concerning the nature of "extra credit" and why one worked for it, since the girl showed evidence of ample intelligence to handle the abstract concepts involved in such a discussion.

It is not supposed that any two persons directing conferences would follow the same leads in all instances, but when such leads as those presented above were passed up in conferences in which very little significant expression was attained, the teacher's inability to see and follow some of them presents a difficulty in directing cathartic conferences.

## Difficulty Number V: Disruption of Regular Arrangements, Disciplinary Problems.

In a special letter written between conferences by teacher D<sup>1</sup> we find that another teacher in the school system felt that the attention given the case in cathartic conferences had tended to make him more "cocky" in classes. This condition was not noted by the teacher who was holding the conferences. The difficulty was interpreted by the investigator as being due in some measure to a feeling of superficial assurance upon the boy's part because he was becoming freed from some of his old fears and inhibitions. Another factor in the difficulty might have been the complaining teacher's preoccupation with strictly old-school ideas of discipline. The boy, who had been inhibited and therefore "good", and who now began suddenly to develop into an individual, would seem to offend the dignity of the schoolmaster.

Another case in which the special attitude taken toward the child caused some disciplinary difficulty was that of teacher A.<sup>2</sup> This boy had been a difficult behavior problem, and when the teacher began conferences, she was obliged to change her manner of approach to the boy from one of opposition to one of attempted understanding. The inadequacy which she felt has been referred to in discussing difficulty number two.

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1. Page 25, lines 190-191.

2. Page 51.



Although a change in discipline was indicated in this case whether or not cathartic conferences were used, the difficulty is noted because introduction of cathartic methods often necessitates rather broad adjustments in the teacher's methods of dealing with a child, especially if she has been disposed to think of him as a noxious irritant rather than as a personality struggling to maintain itself.

1. Appendix I, pages 21 3 to 21 24.
2. Appendix I, page 21 14, lines 270-272.
3. Appendix I, page 21 17, lines 280-282.



Difficulty Number VI: Transference Developed by the Teacher Upon the Conference Situation.

The child treated by teacher B<sup>1</sup> was extremely tense and fearful and seemingly could not stand the self-examination implied by the conferences. Consequently the Clinic recommended that they be discontinued, or that the teacher wait until the child asked for a conference before suggesting one. In her reply to the Clinic's letter,<sup>2</sup> the teacher asked this question, which indicates that she had developed some transference upon the conference situation. "She is not very eager for them (the conferences) and might not ask for one. "What should I do then?" In a later letter,<sup>3</sup> she said: "I believe if I let L----- wait until she wanted a conference, she wouldn't ask for one, since she is that nature."

This suggests very strongly that the teacher had developed transference or dependence upon the conference situation if not upon the child herself. Here the desire to aid the child in helping herself is submerged, and the teacher seems to lean upon the conference as an opportunity to escape from some feeling of inadequacy upon her own part. Reports from teacher D, who continued conferences after there was "nothing to talk about" indicate something of the same difficulty.

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1. Appendix I, pages ai 3 to ai 24.
  2. Appendix I, page ai 14, lines 276-278.
  3. Appendix I, page ai 17, lines 350-352.

## Mechanical Difficulties

Several difficulties are described as mechanical, that is, they seemed to arise from direct errors in conference technique. There is no doubt that they are conditioned by deeper causes in the teacher's personality or in her understanding of the task at hand, yet they seemed to be things which could be corrected by practice and response to simple suggestions. They are listed here, therefore, as difficulties in the mechanics of the conference. They are discussed under topic headings.

### 1. Questions Call for Censorship or Give Assurance.

Teacher fourteen used questions such as "What are the characteristics of a good sport?" The conversation was carried on in a superficial and academic vein, and suggestions to prevent analysis of attitudes was used in some cases through speeches such as: "But you'd rather have true friends, wouldn't you?" Questions calling for an enumeration of activities were used, and conversation was not guided beyond these considerations. A great deal of time was spent in asking such questions as: "What subjects do you take?" "In what activities do you participate?" Such procedures allowed the child to crystallize a sophisticated and "posed" attitude. Answers were conventional rather than spontaneous. A better manner of approach would have been to have used such questions as the following: "What subject do you like best?" (Assuming the answer to be 'English'). "Which do you like the better,

literature or composition?" "What pieces of literature do you like best?" or, "What do you like to write about?" This approach favors recitation of actual activities, and offers the child a chance to express real trends of interests. The obvious answers to the questions used by the teacher are: "English, Ancient History, Typing, Algebra, and Physical Education." Few persons would respond spontaneously to the query: "What are the characteristics of a good sport?"

## 2. Blunt Attack is Used.

Teacher number seven started the conferences off by assuring the child that nothing she said would be reported, even to her Pappa or Mamma. The child's responsibility to "tell just how you feel" was stressed so much as to make her part in the conferences a solemn duty. It would have been better to start with casual conversation, using some such remark as: "I want you to tell me something about the things you like to do." When a subject was brought up by the child which might tend to incriminate or embarrass him, reassurance in the matter of personal confidence could be given.

In one or two cases teachers used such statements as "Tell me something about yourself!" These seemed to embarrass the small children especially. Asking the child to tell about what he does or likes to do, however, gives him something more impersonal to start upon. Most adults would consider the imperative: "Tell me about yourself!" an attack upon their integrity. Children are quick to sense something



threatening in this direct attack.

### 3. Tenseness, Lack of Freedom in the Conference.

Most of the teachers were able to remain relaxed during conferences, but there was a tendency to become tense when attempting to guide the conversation to significant material. In the case of teacher seven, the first conference was filled with nervous mannerisms. In the next conferences he was quite well controlled but made no effort to follow leads presented by the child. In the next conference, when he was trying to make some interpretation of the material, a great deal of his tenseness returned.

Only two teachers, teachers three and eleven, seemed able to be relaxed and alert at the same time. The rest of the group was almost equally divided between those who were relaxed and inattentive and those who were tense and ill at ease. The fact that this work was done under observation no doubt handicapped the teachers by making them feel at once dependent and defensive, and tended to make them more tense.

### 4. Conference Planning.

The matter of conference planning is discussed from the viewpoint of having too-definite conference goals under a previous heading.<sup>1</sup> There was a marked absence of plan on the part of some of the teachers. This would probably be preferable to too strict planning, which tends to make the

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1. Pages 69 to 81.

session didactic rather than cathartic. It seems that a plan for each conference is desirable, provided the teacher is able to administer it flexibly. Practice in planning and holding conferences under direction seems to be indicated in training teachers for this type of work.

5. Questions were often phrased for the wrong age-levels.

This has already been referred to under the difficulty of uncritical acceptance of the child's story.<sup>1</sup> It is possible, however, that the difficulty can be corrected by training, and it is certain that most teachers need practice in this respect. Questions asked of children of six or seven years should call for simple stories of concrete events. Such a question as: "Why are we not as good as we should be?" is too hard for most adults, even for most psychologists. A better formulation for lower age-levels would be: "Tell me about some of the times when you have been bad!" A critical study of questions designed to suggest real catharsis at certain age levels, rather than to bring out conventional answers, should help any teacher in approaching the material presented from a more helpful point of view.

6. Lack of Progressive Order in Questioning.

Oftentimes, the teacher would begin bluntly with very personal material, giving the child no time to become adjusted to the conference situation. Other teachers would start in a casual

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1. Pages 40 to 46.

manner, but refused to take advantage of leads toward significant material when they were presented spontaneously by the child. There is little doubt that specific training in interviewing would improve teachers' techniques in this respect.



## Suggestions

The concepts under which the difficulties discovered have been subsumed suggest two possible lines of attack in dealing with them. The first of these is a direct attack upon the technical deficiencies of the teachers by providing them with more intensive and inclusive training; the second is an attempt to find a basis for some of these difficulties in the personalities of the teachers and in the social arrangements of the school. The headings under which these attacks are discussed have been named Difficulties Closely Related to Lack of Technical Training, and Difficulties Closely Related to Schoolroom Relationships. No attempt is made to consider these as mutually exclusive categories. The relationships mentioned are only suggestive, and represent a common-sense view, rather than conclusions from experimentation.

The discussion of "Mechanical Difficulties"<sup>1</sup> suggests considerations in an attack from the point of view of the first of these headings.

Difficulties Closely Related to Schoolroom Relationships.

Louttit (10) found by a study of the results of various investigations that teachers were prone to interpret behavior problems in terms of the disturbance they created in the schoolroom, while mental-hygenists were prone to interpret them in terms of their danger to the integration of the child's

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1. Pages 93-to 97.

personality. One might suppose that constant contact with the problems of the schoolroom would weaken the ability of the mental hygienist or clinical psychologist to consider the pupil's problems as such, while freedom from schoolroom routine and discipline would make it possible for the teacher to view the child's personal problems with a better orientation. If this were taken as true, the task of making teachers competent to interpret a child's cathartic expression would imply one of two alternatives: (1) the teacher would be relieved of disciplinary responsibilities of the schoolroom (which would be equivalent to turning cathartic work over to a visiting teacher) or (2) she would be taught to base discipline upon individual needs of the children rather than upon formal "classroom rules". The first alternative would not solve the problems of the teachers in small schools. The second would imply opposition to a very tenacious belief in the nature of democracy. The American ideal of justice, common to school children and college deans, seems to be that one should get up infallible rules and make every one equal before them. While theory is more advanced, current practice in schoolroom discipline seems to be well expressed in the words of the Mikado in Gilbert and Sullivan's popular opera:

"My object all sublime  
I will achieve in time;  
To make the punishment fit the crime,  
The punishment fit the crime."

In organizing discipline around individual needs, however,

such an ideal is impossible, but to introduce a change in classroom administration which would provide for individual differences more adequately would almost invariably entail a great deal of effort upon the teacher's part, and require tact and judgment if she were to keep her job.

Improper use of didactic methods in the conference is probably related to the system of "doing things by rule" in the classroom. The fundamental opposition which the teacher attempts to overcome is between the child and certain inevitable rules of society. The idea that a conflict may be resolved within the child, and that he will then be able to adjust to society spontaneously is hard for the teacher to conceive. The present emphasis in dealing with behavior problems may be analogous to riveting extra-thick plates upon a weak boiler, at the same time keeping the fire hot and making no effort to look for an adjustment on the safety-valve. Approach through catharsis is analogous to cleaning out the pipes of discharge into the engines so that pressure can be dissipated into useful channels. The new and flexible curricula represent a step in the direction of catharsis. Here the child is given a large and flexible outlet which may be adjusted to the areas of pressure in his life. The greatest defect in the new curricula seems to be in the fact that it cannot become effective until its real purposes have become a part of the working plan of individual teachers.

The problem of the teacher who develops transference



upon the conference situation is related to the opposition of individual needs to ordinary methods of classroom organization. Failing to achieve the teaching and disciplinary goals she has set up, the teacher will turn to any device which seems to offer hope that she will be able to achieve her purposes. Thus her attitude toward any therapeutic procedure might be verbalized: "This must succeed or I will have failed." When this need of the teacher for success in "moulding" the life of the child is too great, she will be very likely to overlook the important fact that the matter of adjustment is entirely within the child's hands. Thus she will tend to keep the child dependent upon her. The relationship of this attitude toward didactic procedures is that the teacher accepts responsibility for setting goals and driving toward them, rather than furnishing optimum conditions under which the child can discover goals of his own.

These considerations suggest that teachers represented by those in these experiments need to make a sharper distinction between things that they can accomplish independently of the child's cooperation and adjustments which can be achieved only by the child himself.

5. Attitudes developed by the teacher upon the conference situation.

7. Mechanical difficulties.

Suggestions for further research are that study of these difficulties be obtained by controlling the experience and

## Summary

The difficulties encountered by teachers holding cathartic conferences with school children diagnosed in extension clinics of the Fort Hays Kansas State College Psychological Clinic were found to correspond quite closely to difficulties encountered by fourteen students in the summer school, ten of whom were teachers whose experience varied from one to sixteen years, in holding cathartic conferences with children picked at random from homes near the college campus.

Difficulties which appeared have been subsumed under the following concepts.

1. Uncritical acceptance of the child's story.
2. Tendency to deal with the problems which the child creates rather than with those he faces as internal conflicts.
3. Improper use of didactic procedures.
4. Ineptitude at following trends in the material presented.
5. Disruption of regular arrangements, disciplinary problems.
6. Transference developed by the teacher upon the conference situation.
7. Mechanical difficulties.

Suggestions for further research are that study of these difficulties be attacked by controlling the experience and

preparation of teachers for this work by: (1) creating an appreciation of the importance of the individual and his conflicts as opposed to discipline based upon formal classroom rules, (2) improving the teachers' technical knowledge of the structure of personality through study of the psychology of personality and through practice in holding cathartic conferences under expert direction.

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Teacher \_\_\_\_\_

Number \_\_\_\_\_

General trend of material presented by the case.

General attitude of case during conference.

Questions asked by case.

Questions asked case by teacher.

Dreams, Daydreams, and Fantasies reported, and connections apparently associated.

Narrative description of the session.

Questions concerning treatment.



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

(5) Case L----- Teacher B----- Number 1

A. General trend of material presented by the case.

Rather unconcerned. She knows she daydreams but  
says she does not know what about. She hates to study.  
Once in a while becomes mad at sisters. Fear of dark is

(10) becoming less.

B. General attitude of case during conference.

She was quite nervous; did not cry. Rather shy in  
talking.

C. Questions asked by case.

(15) What do you think makes me daydream? Not in con-  
ference she asked "Do I worry?" (She had been thinking  
about this because Dr. Kelly asked her.)

D. Questions asked case by teacher.

What do you think your trouble might be? What do  
(20) you dream about? Are you afraid of the dark? When you  
become afraid in the dark, what are you afraid of?

E. Dreams, Daydreams, and Fantasies reported, and  
connections apparently associated.

None.

(25) F. Narrative description of the session.

She seemed to want to see if she could help her-  
self. The way she answered questions and talked off the

subject, led me to believe that she was not telling what  
she should. She was becoming more brave in the dark  
(30) until her sister scared her a short time ago.

G. Questions concerning treatment.

When things go wrong she is sent to bed, which she  
dislikes and is afraid of. When I see her daydreaming  
is it all right to quietly ask her what she is dreaming  
(35) about? Shall I let her talk about anything not concern-  
ing our conference for a great length of time or only  
for a few minutes before I question her?

Are these reports to be sent in on a weeks conference (3) or each separate one?

(40) Since the clinic she has tried harder to keep busy, but something had been worrying her, which she wanted to tell but was afraid to. Monday, she told me that she had gotten up nerve enough to tell her mother something and someday she would try to tell me. That evening,  
(45) when we were alone, she told about Dr. Kelly asking her if she worried and her answer that she didn't know. She then said that she was not sure if that was correct or not, but didn't know. Then she asked me if I thought she did? Naturally, she does, for she had been worry-  
(50) ing about that one question.



January 30, 1937

Miss B-----

K-----

My dear Miss B-----:

Your report of the first conference with L-----, has been received.

The material revealed in this conference confirms the impression we gained at the extension clinic in

- (55) Burlington. You have here a child who has a great deal of inhibition and who has a great many fears. You will no doubt be disappointed that the problems cannot be brought out and dealt with promptly. Almost everyone who has worked with cases has deplored this fact, yet
- (60) it remains. There is no very quick way to get a person to realize her problems, or to face them.

It appears from the report that the girl is taking the treatment a bit too conscientiously, that is, she is straining her faculties a bit too much to bring out

- (65) material and face her problems. In the cathartic conference, the child should feel completely outside a schoolroom. If her talk starts wandering from her troubles, so much the better. She is relaxing in doing this, and the material presented will indicate
- (70) what is important in her thinking without doing it so aboutly as to "freeze" expression up completely. The "touchy" material will be brought up gradually, and she will learn to face it as she goes along. After quite several more conferences, you can begin to lead
- (75) her around to seeing her troubles more directly.

You have asked several questions. You will find them repeated below, with my answers to them.

1. "When I see her daydreaming, is it all right to quietly ask her what she is dreaming about?"

- (80) Not at present, and never except in the conference itself. After a period of relaxation in the conference, you may wait a minute or two (which seems like a very long time in a conference) and then quietly say, "what are you thinking about now?" if this does not seem to
- (85) frighten or inhibit her too much. Daydreams will finally come out without forcing. The most important



thing to learn about conducting conferences is that you are continually at the mercy of the child. But as you may wish to bring up matter and thresh it out, (90) you cannot do it until the child is ready. Even if the child wishes to do this, he must sometimes be led away from his problems until he can face it without disintegrating emotionally.

2. "Shall I let her talk about anything not concern- (95) ing our conference for a great length of time, or only for a few minutes before I question her?"

At present, let her talk quite freely, and maintain a passive attitude. If she spends thirty minutes in idle talk, fine! You can get a good general idea of (100) her thought-content, and she will feel relaxed and more confident. She will probably bring up her fears herself.

"Are these reports to be sent on a week's conferences, or each separate one?"

(105) At present, since there might need to be changes quite often in the manner of handling conferences, a report should be mailed after each conference. Each conference should be recorded separately, and after treatment is further under way it is possible that the report- (110) blanks can be bunched to save postage.

When L----- worries about worrying, you may explain that worrying is simply wondering what to do instead of doing something, and that everyone has done it at some time. After a few conferences, you may say, (115) "Telling your thoughts and troubles to someone helps to keep you from worrying. The things that you tell to me don't worry you much, because you know they aren't so terribly bad after all." In view of the fact that your description shows her as being somewhat (120) strained, I am suggesting that you begin your next few conferences with a period of relaxation. You might do this systematically, though slowly, participating in it as well as directing it. I include here a paragraph from a manual prepared by Mr. Hadley, one of our (125) clinicians.

"In learning to relax, an exercise embodying progres- sive relaxation is useful. Something of the order of the following may be used: relax the hands, shake them, roll them until they feel completely loose. First, (130) relax each arm singly and then both together. Next, relax the legs following much the same technique as

- with the arms. Let the head fall forward and let the jaws hang loosely, dropping them from the back. The facial muscles are difficult to relax, but with considerable practice the tenseness can be removed. The chest and abdominal muscles should be allowed to sag with all tension removed. After the "feel" is obtained in the separate organs, relax all at the same time, then talk while relaxed. The instructor must be able to relax himself completely in order to demonstrate the technique."

- These relaxation periods might well take up one-third to all the next few conferences. The important thing at present is to let the material come out. If the striking things about it do not fit the report-blanks, simply write up a narrative of what was said and done and send it to me.

- You might be able to encourage a less intensely emotional attitude by shifting from personal problems to ambitions, or if she is not interested in this, in what people should do, or something of this nature. I would not suggest using these leads if she starts to talk spontaneously, however.

- You seem to have gotten away to a good start, material seems to be coming out, and with a little lessening of tension, things should go quite well indeed.

Yours very truly,

Harry Mason  
Graduate Assistant

February 10, 1937

Miss B-----  
K-----

My dear Miss B-----:

How are you getting along in your cathartic treatment of L-----? Did you receive the suggestions which I mailed to you?

- (160) The Clinic is very eager to assist you in this case, and to follow your progress. Please write us, telling us how you are getting along, and what difficulties, if any, you are encountering.

Yours very truly,

Harry Mason  
Graduate Assistant



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6

Report of Cathartic  
Conference

Case L----- Teacher B----- Number 2

(165) B. General attitude of case during conference.

Uneasy and afraid the other children were  
watching.

D. Questions asked case by teacher.

Why do you seem afraid the others will come in?

(170) F. Narrative description of the session.

The most of the twenty minutes was spent in the  
period of relaxation. She seemed to think this fun,  
but could not relax all together. When she relaxed  
her legs her arms became tight. We plan to do this

(175) again tomorrow. She told me she had the earache so  
bad the other night she could not sleep and became  
so nervous. Her nervousness has not changed since.

She has become interested in remedial reading and is  
really quite disappointed if something happens which

(180) prevents us having it. The reason you have not heard  
from me is because of illness on both L-----'s and my  
own part. Also, I can not hold conferences when the  
weather is bad or cold as I can not send the other  
pupils out of doors and we only have one room. I am

(185) sorry of this delay, but they may be irregular for  
awhile until warmer weather comes. L-----'s folks do  
not think much of the conferences.



February 22, 1937

Miss B-----

K-----

My dear Miss B-----:

Your report numbered two of conferences with L----- has been received. I am sorry to hear that you have been ill, and hope that you will not suffer another attack soon.

- (195) The uneasiness and seeming fear of the child is probably more deep-seated than just a carried-over nervousness from an attack of earache. Perhaps something happened at that time which led her to feel that there was a difference of opinion between her
- (200) teacher and her parents as to what should be done for her. Perhaps she was already aware of this, and the earache simply formed an excuse to fasten the nervousness upon. She is probably not consciously aware of such a mechanism, however, if it is operating.
- (205) The child's interest in remedial reading suggests that perhaps in it she finds escape from the disconcerting difference in opinion or practice between her parents and her teacher. Even though this difference may not seem to be very great to you, it is probably quite
- (210) important to her, since a child expects the grown-up world to be consistent and in agreement, and gets a great deal of security from feeling that this is true.

If L----- continues to be restless, it is impossible to achieve much in the way of relaxation or catharsis.

- (215) While this makes one feel helpless, it is necessary for a child to achieve a certain state of security before he can start cathartic conferences, just as it is necessary for a man to have so much strength before he can undergo an operation. In view of this situation,
- (220) I would, if I were you, tell L----- that I thought it best not to schedule regular conferences for a time, but that she could let me know when she wished to have one. In doing that, you would be sure that the initiative came from the child.
- (225) The difficulty that L----- has with the relaxation exercises is to be expected. Very few people learn to relax well in less than several weeks' practice. Of course, it is impossible to relax unless one can



(230) first put out of her mind anxious thoughts, and give quiet attention to feeling relaxed.

You might also consider the hypothesis that L-----'s parents have a vague notion that L-----'s catharsis might uncover some family skeletons, and for that reason are not particularly friendly toward the idea.

- (235) Please do not feel that you have failed in any way in this situation. In clinical practice, we have been thwarted many times by similar situations, and we have found that the only thing to do was to be steady and wait for the other person's attitude to become favorable enough to allow us to begin work again. If you feel, however, that L----- will not be obliged to feel that she is under ambiguous guidance by having the conferences with you, you may continue them as you have planned. You should, however, keep in quite close contact with us, as in a case of this kind a person can possibly do more harm than good.

- (250) Please write me soon, telling me if you think this analysis of the situation fits the facts fairly closely, or if you feel that I have overestimated the tension in the case. Remember that the Clinic is always eager to serve you.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case L----- Teacher B----- Number 3

B. General attitude of case during conference.

Quite upset and began to cry.

(255) F. Narrative description of the session.

She had been dressed during the morning by her  
sister. While we were relaxing she thought about it  
and became angry, partly because she could not relax.  
We talked about cultivating the habit of becoming

(260) angry and she cried. Conference was dismissed. Before  
dismissing her, I told her a happy story which  
brightened her up. Was this the thing to do? I had  
intended asking about what she intended to do when she  
grew up.

(265) Other comment.

I received your letter this evening. As you have  
decided, the tension is very great. And as to the  
parents, I do not know why they are not in favor of  
the idea, except that they possibly think just a

(270) conference can not help and it is time wasted.

I seem to be not making any headway with L-----;  
however, we have a conference scheduled for tomorrow  
at which time we plan to discuss occupations. If I  
can not accomplish anything but "I don't know and I

(275) don't care" I may wait as you suggested, until she  
decides to call one herself. She is not very eager  
for them and might not ask for one. What should I  
do then?

(280) You will notice in the manual which I sent you, that  
three levels of authority are described. Since these  
levels are described in the manual, we should not be  
concerned with the question of whether or not she  
is in the next conference.

(290) You will notice in the manual which I sent you, that  
three levels of authority are described. Since these  
levels are described in the manual, we should not be  
concerned with the question of whether or not she  
is in the next conference.

(300) You will notice in the manual which I sent you, that  
three levels of authority are described. Since these  
levels are described in the manual, we should not be  
concerned with the question of whether or not she  
is in the next conference.

(315) The last question in your report seems to indicate that  
you feel some anxiety as to whether or not we will  
ask you further conferences. You must know, however,  
that this matter is not of your concern, and that it  
is one in which we are unable to help the child. Of  
course, we all dislike very much to see our efforts



March 1, 1937

Miss B-----

K-----

My dear Miss B-----:

- (280) Your report, numbered three, of conferences with L----- has been received. This report is quite illuminating, as it shows some of the difficulties which you are encountering. I think that you are right in leaving the initiation of further conferences up to L-----.
- (285) I believe that I would do this regardless of whether or not she "seemed to get anywhere" in her next conference.

- (290) You will notice in the manual which I sent you, that three levels of catharsis are described. Since there seemed to be quite a great deal of emotional inhibition in this case, we suggested that you attempt the third level. In view of the great lack of security which L----- feels, however, I am suggesting that you carry on catharsis (if she cares to continue it) at the first level instead. Her personality seems to be too
- (295) unstable now to face many of her problems, and the probing implied in the third level of catharsis is entirely too much for her.

- (300) You will notice that in the first level of catharsis, the teacher takes little part in the procedure. First-level catharsis must spring directly from the child's felt need. The teacher can only let the child know that she is willing to know about his troubles, and that she will not make fun of them. Such conferences need not be held on a rigid schedule unless the child
- (305) desires them to be. At the end of each conference, however, the teacher should say something like the following, "will you want to see me again soon?" "Shall we make another appointment, or will you let me know when you wish to see me?" The teacher should
- (310) not, however, make these conferences so informal that they become "love-fests", and physical contact with the child should be avoided.

- (315) The last question in your report seems to indicate that you feel some anxiety as to whether or not L----- will ask for further conferences. You must keep in mind that this matter is out of your control, and that it is one in which you are unable to help the child. Of course, we all dislike very much to see our efforts

- (320) fail, but often they must fail temporarily in order that they may be more successful later on. Furthermore, it is absolutely essential that you appear as calm and assured as possible when in conference with L-----. This is extremely difficult to do if you feel some concern over the outcome of the whole matter.
- (325) I would suggest that you go into the difficulties which you have been having in connection with the conferences more in detail in the next report. Try to describe the situation, to picture the conference to me, telling me how you felt while in conference, and how you have
- (330) been feeling about the whole matter. In developing a service of this kind, it is very important that we know how teachers get along with different types of cases, and what difficulties they encounter in various situations.

Yours very truly,

Harry Mason  
Graduate Assistant

Sincerely yours,

Miss B-----

Conference 41  
Case B-----

February 26, 1937

Mr. Harry Mason  
Psychological Clinic  
Hays, Kansas

Dear Mr. Mason:

(335) I do not have my blanks to fill in with me. To avoid delay, I will write it this way.

(340) At the beginning of the period, we relaxed which is gradually becoming easier for L-----. Then we talked about occupations. L----- was undecided as to what

(340) she wanted to do. She is very interested in 4-H Club work, so I suggested being an outstanding leader as part of her work. She seemed quite interested in this and we decided that it would take considerable studying. She likes arithmetic and wanted to know if

(345) she wouldn't have a lot of book work to do. I told her yes.

(350) The day before when the children were visiting, L----- made this remark: "Well, anyway, I'll be sixteen some day and then I can quit school."

(350) I believe if I let L----- wait until she wanted a conference, she wouldn't ask for one, since she is that nature.

We are planning on talking more about 4-H Club work. Is this all right to do? I believe she will talk  
(355) more and forget her troubles.

Sincerely yours,

(355) Miss B-----

Conference 4.

Case L-----



March 3, 1937

Miss B-----

K-----

My dear Miss B-----:

- Your report of your fourth conference with L----- has been received. It is encouraging that she is beginning to be able to relax physically. It is also encouraging that she feels free to talk about
- (360) her ambitions and desires to become dominant. In reviewing the case, I find that she probably feels that her older sister dominates her, and that she is probably unconsciously afraid of every situation which may test her ability or in which she would be likely
- (365) to fail. This would suggest that at present you should avoid building her ambitions too high, since she may sense the conflict necessary to attain them at any time, and react with shrinking and fear.
- At present, it would seem wise to keep practicing
- (370) physical relaxation and to guide conversation along general lines which capture her interest, though too much motivation should be avoided. Does L----- initiate a great deal of the conversation, or do you have to suggest a great deal? Her ambitions in 4-H work will
- (375) probably serve to ease her somewhat at present, and help her to feel more secure. You should keep in mind, however, that this security will probably be only temporary, and that it may be swept away by any emergency where she feels that she is liable to fail.
- (380) Greater security may come about when she conquers two things which seem to be the double keystone to her difficulty. The first is her attitude of fear; the second is her natural tendency, considering her fears, to interpret all things as personal reactions to her-
- (385) self, rather than as indifferent actions which take place in a larger world. Perhaps this last needs some illustration. Let us suppose that L-----'s older sister should report at home that L----- had failed in spelling. Another person might be able to realize
- (390) that there was a weakness in the older sister's makeup which made it desirable from her point of view to tattle, and adjust to the tattling on this basis. L-----, however, though she might recognize that this were true, would react with a feeling of personal
- (395) resentment, unworthiness, and guilt.

As L-----'s teacher, you cannot say directly to her, "Here are some of your old fears, ha-ha, aren't they silly!" She should, however, finally get around to discussing them herself eventually, and to facing them.

- (400) The actual handling of the conferences is, of course, up to you. The first thing to do now, I believe, is to achieve in L----- a feeling of relaxed assurance in conference. In order to do this, you may have to initiate some of the conversation, but you should keep
- (405) in mind that as fast as possible you should use her interest to change her orientation from a personal one (where everything that happens has a personal meaning) to a more objective one (where things may happen which have no personal significance, but are interesting in
- (410) themselves). Of course, you cannot do this all at once, and you must judge from L-----'s attitude how fast you can go ahead.

- (415) I would suggest that you continue to leave the matter of further conferences in L-----'s hands, though you may suggest a conference if you see an emotional emergency developing in her life and she seems ashamed to approach you for help.

Yours very truly,

Harry Mason  
Graduate Assistant



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference  
Number 5

Case L----- Teacher B-----

A. General trend of material presented by the case.

(420) The "don't care" and dependent ideas.

B. General attitude of case during conference.

A little more restful and unconcerned.

D. Questions asked case by teacher.

You want to be a 4-H State leader. Do you think  
(425) you will be one? Why? Why don't you know? What will  
you have to do to be one? How much schooling will you  
need? How far do you intend to go in school?

F. Narrative description of the session.

We sat down quite restful and as appeared for a  
(430) little visit. L----- would not say anything of her  
own, so I questioned her on the above. Each time the  
answer was "I don't know." When she said she didn't  
know whether she would attain this or not, she said  
"and I don't care, Daddy and Mother will take care of  
(435) me" and laughed. I asked her if Daddy and Mother  
would always take care of her. She replied "I don't  
know." All answers are that and never will she answer  
"Yes" or "No" nor add any comments. I am doing as  
you suggested in today's letter. From now on (if she  
(440) wishes to continue) I will use the first level of



catharsis and perhaps that will help.

March 10, 1937

Miss B-----

K-----

My dear Miss B-----:

- Your report, numbered five, of conferences with L----- has been received. While it appears that this may be the last conference that you will have with L----- for  
(445) some little time, it is particularly interesting for the light which it throws upon her personality and her attitudes toward responsibility. She reacts much like a child who has found adjustment to social problems very hard, and has found some measure of safety in  
(450) putting the responsibility for decisions all upon someone else. Thus, she was willing to come to conferences, though she did not want them particularly; because she could get some relief in the conference by bringing up (or having you bring up) some of her  
(455) difficulties, and then disowning them.

- By leaving the appointments up to her, you are making it necessary for her to assume a certain amount of responsibility. If she does not accept it and  
(460) schedule conferences, probably little is lost, and if she does accept it, it represents a gain in treatment. Of course, one cannot put responsibility directly upon such a personality, because they will not take it, and probably are not able to bear any more that they will allow themselves to take.

- (465) In using the first level of catharsis, I would suggest that you be as impersonal and unemotional as possible, and that you not encourage her to feel sorry for herself, but rather to make as clear-cut a statement of her problem as is possible.
- (470) Your splendid cooperation in this case has been deeply appreciated by myself and by Doctor Kelly. Of course, I, like you, hope that you will have further conference reports to send in, but if you do not, let me assure you that you have a great deal to be proud of and  
(475) nothing to be ashamed of in your treatment of this case. This type of case looks easy to the uninitiated, but by this time, I trust that you have found out differently.

Yours very truly,

Harry Mason  
Graduate Assistant

April 6, 1937

Miss B-----

K-----

My dear Miss B-----:

(480) Since your last report in which you indicated that L----- would probably drop the cathartic conferences, I have been interested in checking up on her progress in a more general way. Below you will find a list of questions, the answers to which will be of great help to me in estimating L-----'s progress and in criticizing recommendations which we made concerning this case.

1. Does she read with less difficulty than before?
  2. Does she seem to exhibit less confusion in reading?
  - (490) 3. Does she seem to exhibit less confusion in other activities?
  4. Have you used any exercises aside from the cathartic conferences?
  - (495) 5. Frankly stated, what is your opinion of the value of cathartic conferences in this case?
  6. What methods seem to have gotten best results with L-----?
  7. Which of the following have presented difficulty in your work with the case:
- (500) a. Lack of time to work with the case.
  - b. Lack of definiteness in recommendations.
  - c. Lack of cooperation by the case.
  - d. Lack of cooperation by the parents.
  - e. Discouragement due to slow improvement.
  - (505) f. Other factors (describe.)

We realize that you are quite busy, especially at this time of the year to answer the above questions, but if you can find time to write us concerning L-----'s progress, it would help us very much. If you do not find time to write a long letter, you may use the back of this letter in reply. A stamped envelope is enclosed for your convenience.

Yours very truly,

Harry Mason  
Graduate Assistant



April 20, 1937

Mr. Harry Mason  
Fort Hays Kansas State Teachers College  
Hays, Kansas

Dear Mr. Mason:

I cannot give a lengthy report concerning L-----, since I have accomplished very little, if anything.

- (515) L----- is very stubborn. She does not seem to care what happens. She will not read a word which she doesn't have to read. Perhaps this is due to the fact that she cannot read and will not try. I, as well as her parents, have been working with her and giving her
- (520) special time in learning to read. The more we try to help, the less she works and will not try. She always says, "I don't care." She doesn't know her letter sounds and will not practice them. Therefore she cannot read or spell.
- (525) L----- is of the type that always has the school stirred up by quarreling or wanting her own way. Neither reasoning nor punishment seems to affect her.

- The only thing L----- seemed to like in connection with reading was a Girl Scout book which she and I read
- (530) together. She had great difficulty in reading her share of the book.

- I have put a great deal of time in helping L-----, but I might have accomplished more had I more time to spend with her. I believe, however, that I became
- (535) rather discouraged since she did not improve.

If I have not explained anything enough in detail, I shall be glad to answer any questions which you wish to ask.

Yours very truly,

Miss B-----

Miss V-----  
K-----

My dear Miss V-----:

(540) Since our clinic in K-----, on March 11, we have been interested in following the progress of W-----. We recommended the use of cathartic methods in treating this case. As you may know, these methods require considerable application upon the part of the teacher, and also some skill. It is one thing to say that the (545) child needs to "get thing off his chest" and quite another to set up a situation in which he can do this. Since our clinic at K-----, we have worked out a detailed method for carrying out this type of treatment.

(550) If you would like to have the service of the clinic in carrying out your treatment, we are prepared to give you the benefit of our experience in this field. In doing this, we will give you instructions for carrying out conferences and furnish you blanks upon which you can conveniently summarize the results of the conferences (555) and make notes. These summaries of your conferences can be mailed to us, where they will receive my prompt attention, and suggestions will be worked out and sent back to you to aid you in further conferences.

(560) Since it has been found undesirable from the child's point of view to initiate a series of conferences of this nature and then drop them abruptly, we cannot offer this service unless you will assure us that you will carry out the conferences according to the methods we suggest, as best you can. We are sure that you (565) will find that such effort upon your part will give you a challenging opportunity to help the child who is under your care.

(570) In any event, please write us concerning W-----, telling us how he is getting along, and what success you have had in carrying out our recommendations. We enclose a blank for your reply. If you wish to accept the special service in connection with the cathartic treatment, please let me know, and I will explain it to you in detail.

Yours very truly,

Harry Mason  
Graduate Assistant

January 24, 1937

Mr. Harry Mason  
Fort Hays Kansas State Teachers College  
Hays, Kansas

Dear Mr. Mason:

(575) A few days ago a letter which you wrote to Miss V----- was given to me.

W----- is now attending our school--a private school-- and I have W----- in my care since the beginning of last fall.

(580) I know nothing about that of which you speak, but I very soon found that W----- could not be approached like the average child. However with considerable effort I have been fairly successful in gaining W-----'s confidence; moreover he has been doing average work as  
(585) far as mental work is concerned, but his muscular coordination is very poor. Yet at times he tries his utmost, and he succeeds to a certain extent.

If I can help you in your offer of special service in carrying out a suggested treatment for W----- I shall  
(590) be glad to do so.

Sincerely yours,

Miss C-----



January 29, 1937

Miss C-----

K-----

My dear Miss C-----:

Your interesting letter concerning W----- has been received. It is certainly encouraging to us to know that our follow-up correspondence has been forwarded to the persons responsible to the cases, and that  
(595) these children are so obviously receiving conscientious expert care.

We saw W----- at an extension psychological clinic which was held under the auspices of your city school superintendent last March. The purpose of these clinics  
(600) is to examine the child, his parents and his school situation and to make recommendations to his teacher and parents which will better help him to adjust to home and school life, and which will help his school and his home to adjust their programs to his special  
(605) needs. This examination covers family history, developmental history, of the child, a check of physiological items which may affect psychological adjustment, sociological history of the child, educational history, and examination of the child's  
(610) emotional reactions, and mental achievement tests.

In doing this work, we uncover a great deal of a very intimate material relating to the case and his family, and since the teachers are the only professional people who are responsible to the case with whom we  
(615) come into contact, we recognize their professional status and discuss some of the more intimate phases of the cases with them in order that they better know their pupils' problems. Of course, very intimate material given in confidence is not made known to any-  
(620) one beyond the clinician. The interest you have shown in your letter and the responsibility you bear to the case make it desirable for us to discuss these matters with you. Of course our discussion of the case is to be mutually confidential. After conference with Doctor  
(625) Kelly and other clinicians who examined W-----, we have prepared the following review of the case, together with some suggestions which we hope will be helpful.

W-----'s lack of motor coordination seemed to us probably to be neurological, and to be intimately

- (630) associated with a lack of dominant one-sidedness or handedness. Such conditions as this are found more often than one would suspect, and are quite often closely associated with disorders of reading or speech. What happens is that the child loses right-left
- (635) orientation in some activities, usually those which are symbolic, such as reading, writing or speech. This would suggest that whatever exercises are used to develop motor coordination should build up the use of the right hand (in this case, since it seems to be
- (640) preferred) especially in gesturing and making motions which have a meaning. In this particular case, it would be desirable to stress right-handed activity even in non-symbolic activities, such as kicking, dancing, cutting, etc., since the lack of orientation seems to
- (645) extend beyond the purely symbolic functions. We hope that this discussion will be of help to you in planning W-----'s gymnasium program, and in finding opportunities for him to express himself in gesture and dramatics.

- The recommendation for impersonal but firm routine was
- (650) given to furnish a situation in which W----- would be given encouragement to stabilize his emotional life. Having definite things to do at definite times, and adhering rather strictly to this schedule should help to keep restlessness and a feeling of insecurity from
- (655) becoming too intense.

- The recommendation that catharsis be used probably needs some clarification. In treatment of emotional difficulties, we mean by catharsis, "getting things out of one's system". Dramatics, composition, music, are
- (660) all cathartic outlets which normal adults use in order to keep their emotional energy directed toward satisfying ends rather than accumulating and causing feelings of insecurity, loneliness, or unworthiness. The specific treatment to which we refer is one wherein
- (665) the teacher hold conferences with the child in which she attempts to get the child to talk about his problems. While this seems simple enough, it requires considerable thought and skill upon the part of the teacher. Enclosed with this letter you will find a booklet
- (670) which I have worked out under Doctor Kelly's direction, which explains the purpose and methods used in such treatment in some detail. You will find that three levels of cathartic conferences are described. We are recommending that you use the second level described
- (675) in the booklet in this case. Blanks are enclosed with the booklet so that you may make reports of conferences. These should be filled out immediately after conferences with the child, and mailed to



(680)

Harry Mason  
Psychological Clinic  
Fort Hays Kansas State College  
Hays, Kansas

- The headings on the report blanks suggest the material which is to be included under them. It is especially
- (685) important, if you undertake this type of treatment, to keep in close contact with the clinic, and to observe very closely the cautions concerning discontinuing conferences while the child is still dependent upon the teacher, or breaking appointments with the child.
- (690) We would suggest that you hold conferences about two times per week, and that they be from twenty to thirty minutes in length.

- An examination of vision was recommended in this case. We thought that some of W-----'s trouble might come
- (695) from lack of visual acuity. It would be desirable to have this examination made and the recommendation of an oculist followed.

- Your progress with this case has been commendable, and we hope that your success continues. Please call
- (700) upon the Clinic whenever it can be of service to you.

Yours very truly,

Harry Mason  
Graduate Assistant



February 10, 1937

Miss C-----

K-----

My dear Miss C-----:

Since sending you the materials and reports for carrying out cathartic conferences with W-----, I have been wondering how you have been progressing. Have you encountered any difficulties? The Clinic (705) is eager to be of service to you in this matter.

Please let us know how you are getting along. An envelope is enclosed for your convenience.

Yours very truly,

Harry Mason  
Graduate Assistant

Let me tell you of an experience today. I had just visited school this afternoon. He seemed to be in a state of mind. He began to speak at intervals. He was some time watching his mother and me. I had him copy his spelling words on the back of some old paper. I ignored it. But he continued his self-talk. I spoke him again, and again he disregarded me. I spoke him that he wanted to look up something. His mother's presence gave him confidence. I said nothing more. When he repeated it, I was very much amused. I was laughing. I told him that he was I would go to see the principal if he would be quiet. He said that I meant it and he stopped his whispering. I said that (703) his 111-spelling words were his 111 words.

Did I approach him wrong? I would be glad to hear from you.

Yours truly,

Miss C-----

February 15, 1937

Mr. Harry Mason  
Graduate Assistant  
Psychological Clinic  
Hays, Kansas

Dear Mr. Mason:

(710) The fact that I had not written earlier is that when I got the material and the reports for carrying out the conferences, W----- was absent from school on account of illness for about two weeks.

(715) After his return to school my first attempt was met with the excuse "Please Miss C-----, I want to play." I did not approach him again until this morning. I watched my opportunity and could talk with him at least. I shall fill out the results on the report blank.

(720) I hope that with patience and repeated indifferent approaches I shall gain him to tell me of existing difficulties. He is a boy who really seeks love and any kindness is greatly appreciated. There are times too, that I wonder whether I do understand him or not.

(725) Let me tell you of an experience today. His mother visited school this afternoon. He assumed an altogether attitude. He began to grunt at intervals, and at the same time watched his mother and me. I told him to copy his spelling words as the rest of them did. He ignored it. Yet he continued his ill-behavior. I told him again, and again he disregarded it. I saw at once that he wanted to test my authority,--perhaps his mother's presence gave him confidence. I said nothing more. (730) When he repeated it, thereby provoking giggling and laughing, I told him that he and I would go to see the principal if he wouldn't be quiet. He saw that I meant it and he stopped his annoyance, yet I could see (735) his ill-feeling portrayed in his face.

Did I approach him wrong? I would so like to help him.

Yours truly,

Miss C-----

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6

Report of Cathartic  
Conference

Case W----- Teacher C----- Number 1

A. General trend of material presented by the case.

He disliked one girl especially--said she spat  
(740) in his face, kicked him, wouldn't let him walk home  
from school and the like.

B. General attitude of case during conference.

Rather joking attitude.

C. Questions asked by Case.

(745) Why do you want to know, teacher?  
Do you like this book? --(Had a picture book in his  
hands)

D. Questions asked case by teacher.

Asked him whether he liked books? (Observed his  
(750) paging without paying attention to pictures. Asked  
him what he thought of the pictures? Asked him what  
he thought just then? Have you anything that troubles  
you?

F. Narrative description of the session.

(755) During the session he continued to page in the  
book without apparent interest in the pictures what-  
soever. Once or twice he put his arm around my neck  
--he likes to do that--and told me about the above  
mentioned girl.-- This is not true; he told me that



(760) before and I had looked into the matter.

Miss G-----

-----

My Dear Miss G-----

Your report of your first conference with W----- has been received. The report is encouraging, and it seems that he has started to gain confidence in you.

- (765) It seems to me that you did the only thing possible when W----- defied you in putting him in his place. It seems to me, however, that his demonstration may have been a reaction to the double authority of mother and teacher, rather than an alliance with the mother against the teacher. Of course, you can test judge this, but I thought this suggestion might offer another possible explanation of his behavior. If this were the case, it would suggest further that a----- being until there is an indication which he feels demands some action. And this looked up upon his reaction.
- (775) Does anything more or less drastic

- In using this type of treatment, it is not necessary to relax discipline in school. In fact, no change should be made there in such cases. The child's "world" should be left as nearly the same as possible.
- (780) The object of the conference was to encourage W----- to change his behavior and to suggest that he should change it to fit his. It was felt in this case that a rather firm but impersonal reaction would be the best type of disciplinary treatment in the school.
- (785) The impression is that this child will probably be able to avoid any emotional reaction to the problem; to let discipline be more or less a mechanical procedure. His attitude for understanding and sympathy may be new in this case as well as in other cases.
- (790) Primary problem is present.

- In his story of the little girl, it is not particularly important whether or not such a thing happens, but the more important thing is that he feels able to say what he feels and that he feels able to do what he wants to do. We should find out whether or not this is a restricted personal feeling, or whether it applies to all little girls, and if not, why not the special or representative for all of them. This can be found out incidentally, without direct questioning. In conferences, do not ask or expect him to distinguish
- (795)

February 17, 1937

Miss C-----

K-----

My dear Miss C-----:

Your report of your first conference with W----- has been received. The report is encouraging, and it seems that he has started to gain confidence in you.

- (765) It seems to me that you did the only thing possible when W----- defied you in putting him in his place. It seems to me, however, that his demonstration may have been a reaction to the double authority of mother and teacher, rather than an alliance with the mother against the teacher. Of course, you can best judge (770) this, but I thought that this suggestion might offer another possible explanation of his behavior. If this were the case, it would suggest further that W----- waits until there is an occasion which he feels demands some action, and thus backed up upon his recourses, (775) does something more or less drastic.

- (780) In using this type of treatment, it is not necessary to relax discipline in school. In fact, no change should be made there in most cases. The child's "world" should be left as nearly the same as possible, the object of the cathartic conferences being to change his attitude toward this world rather than to change it to fit him. We have felt in this case that a rather firm but impersonal routine would be the best type of disciplinary treatment in the schoolroom. (785) The important in discipline with this child is probably to avoid any emotional reaction concerning the problem; to let discipline be more or less a mechanical procedure. His desire for understanding and sympathy may be met in situations where no particular disciplinary problem is present. (790)

- (795) In his story of the little girl, it is not particularly important whether or not such a thing happened, but the more important thing is that he feels this way about her. We should find out whether or not this is a restricted personal feeling, or whether it applies to all little girls, this one being but the symbol or representative for all of them. This can be found out incidentally, without direct questioning. In conferences, do not ask or expect him to distinguish



(800) between fact and fancy for some time. The important things are not facts and events, but feelings, hates, fears, and identifications of self with things or persons.

(805) You seem to be getting started on catharsis quite well. It can be expected that the child will not be very serious at first, and that he will have to have considerable confidence in his teacher before he will discuss his problems very freely. The main thing to remember is that you cannot face his problems for him,  
(810) or "drive" him into facing them himself. This makes the work of catharsis quite slow at some times. You may ask a few leading questions, and generally guide conversation a bit, but that is about all, especially at first. It is probably necessary that he have the  
(815) physical comfort of being near to you at present, but you should probably bear in mind that as he begins to feel more secure, to "stand upon his own feet", you will have to "wean" him. This can be done by continually encouraging as much of a matter-of-fact  
(820) attitude as you feel that he can stand without beginning to feel helpless.

The goals in catharsis for this case would seem now to be something like the following, though these may have to be revised later.

(825) To understand the social world of the school, and thus to lose fear and self-consciousness concerning it.

To gain a feeling of adequacy, so that it will not be necessary to "lean" upon someone.

(830) Please let me know if these suggestions are not as helpful as you feel they should be, and let me know upon what points you wish more lucid treatment. Do you have any difficulty in understanding the little manual? I am contemplating getting out a revision  
(835) of it, and would appreciate any suggestions you can offer as to making it more thorough or more understandable. Though we may offer many suggestions, you must remember that you are handling the child, and that all we can do is to give you advice of a  
(840) general nature. I hope that the Clinic can be of help to you in your efforts to help this child.

Yours very truly,

Harry Mason  
Graduate Assistant



March 2, 1937

Mr. Harry Mason  
Psychological Clinic  
Fort Hays Kansas State College  
Hays, Kansas

Dear Mr. Mason:

(845) For a while I shall be unable to make any reports, because the case preferred to stay away from school rather than be vaccinated for small pox. He will not be back for at least two more weeks. And he's been absent for over a week.

Yours truly,

Miss C-----

Harry Mason  
Graduate Assistant

March 5, 1937

Miss C-----  
K-----

My dear Miss C-----:

Your card explaining that you will not be able to send reports for some time has been received.

- (850) This situation helps to give us further insight into this case. It is evident that he comes into contact with very little of a dynamic interpretation of social responsibility at home. It would be interesting to know whether his fear of vaccination were a physical fear or a resentment at being "handled". You may
- (855) expect that W----- will be somewhat more dependent and babyish when he returns to school. Thank you for keeping me informed of the progress of the treatment. I shall look forward to further reports when and if W----- makes up his mind to return to
- (860) school.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case W----- Teacher C----- Number 2

A. General trend of material presented by the case.

(875) W----- told about his interests outside of school  
activities. A little kitten seemed of special interest  
(865) to him everything seems to center about her.

B. General attitude of case during conference.

Very communicative

C. Questions asked by Case.

None especially. But - Do you like to talk to  
(870) me Miss C-----? I'll visit with you.

D. Questions asked case by teacher.

What interested him especially - and why?



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6

Report of Cathartic  
Conference

Case W----- Teacher C----- Number 3

A. General trend of material presented by the case.

(875) Very little result. W----- expressed his like-  
ness for me and that he tried to please me, that he  
liked it in our school and so on.

B. General attitude of case during conference.

Friendly and amiable

(880) C. Questions asked by case.

None.

D. Questions asked case by teacher.

(885) Permitted him to talk without really any  
questioning. Merely asked him why he liked it in  
our school.

March 29, 1937

Miss C-----

K-----

My dear Miss C-----:

Your reports dated March sixteenth and March twenty-third of conferences with W----- have been received.

- (890) It seems that you have succeeded in getting him to talk rather freely with you. Since he has come to feel quite at home in the conferences, I would suggest that you guide your conversation toward the matters which may represent problems to him. For instance if he has trouble on the play ground you might open the conference with such a question as "How did you get
- (895) along playing marbles today?" It seems that younger children must be treated more on the basis of what happens every day than upon such questions as remembered feelings of frustration on past problems.

- (900) From your reports it seems that W----- is finding a great deal of personal security in you; no doubt he needs some of this so that he will have a more stable feeling in the world than he has probably ever had before. However, you should help him to formulate his problems as objectively as possible and to stand
- (905) on his own feet in more trying situations as his strength of character develops..

- (910) Since I am particularly interested in checking up on the result of various types of treatment in such cases as this I would appreciate an answer to the following question. Does W-----'s better adjustment in school seem to come more from exercises to build up motor coordination, or do you think that his expression in cathartic conferences has been a greater factor? You need not give a clear cut answer to this question,
- (915) but I would appreciate a discussion on it so that I could better evaluate the effects of the two types of treatment in the case.

- (920) Have instructions and suggestions been sufficiently definite? Please let me know if there is any way in which the Clinic can be of greater help to you in solving your problems of teaching.

Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case W----- Teacher C----- Number 4

A. General trend of material presented by the case.

W----- related how he and Gerald--with whom he  
(925) plays a great deal--had had much fun playing marbles.  
(940) Sometimes Gerald would win and then I--W----- was  
very free and delighted telling me about it.

B. General attitude of case during conference.

Assumes a most congenial attitude.

(930) C. Questions asked by case.

(945) Doesn't ask any--merely continued with his report.

D. Questions asked case by teacher.

Did you play marbles today? How did you get  
along?--Also a few minor ones. These questions  
(935) opened him up.

(950) It. Result--above discussed.  
Other comments.

In answer to your request I would say that  
Sometimes I have thought that the patient's attitude  
contributed towards his better adjustment. From this  
(955) to think he's assume an attitude which seemed to me  
"Well you won't be satisfied with me I'll try to be"  
so why should I try?" Now, with all my knowledge  
still for free being good he is satisfied and good



FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case W----- Teacher C----- Number 5

A. General trend of material presented by the case.

That some boys had the peeping tendency etc.  
that he didn't like. "I don't want to be a bad boy  
(940) like so-and-so," he said. He elaborated somewhat on  
this.

B. General attitude of case during conference.

Very open, not depressed in the least.

C. Questions asked by case.

(945) None of importance.

D. Questions asked case by teacher.

Why he had stayed so long in rest-room. (It was  
the first time it happened)--Answer--a big boy had  
taken his sweater and put it where he couldn't reach  
(950) it. Result--above discussion.

Other comment.

In answer to your request I would say this:  
Sometimes I have thought that the conferences have  
contributed towards his better adjustments. Previous  
(955) to these he'd assume an attitude which seemed to say,  
"Well you won't be satisfied with what I do anyhow,  
so why should I try." Now, with all he does--although  
still far from being good he is satisfied and proud

when he receives an encouraging remark. "You like it,  
(960) don't you? Next time I'll try to get it better yet."  
This is just a remark he'll make to me. And he really  
tries.

---

My Dear Mr. [illegible]  
[illegible]  
[illegible]  
(965) [illegible]  
[illegible]  
[illegible]  
(970) [illegible]  
[illegible]  
[illegible]  
(975) [illegible]  
[illegible]  
[illegible]

The [illegible] [illegible]  
[illegible]  
(980) [illegible]  
[illegible]  
[illegible]  
(985) [illegible]  
[illegible]  
[illegible]  
(990) [illegible]  
[illegible]  
[illegible]

In your report concerning [illegible]  
[illegible]  
(995) [illegible]  
[illegible]  
[illegible]  
(1000) [illegible]  
[illegible]  
[illegible]

April 15, 1937

Miss C-----

K-----

My dear Miss C-----:

- Your reports numbered four and five conferences with W----- have been received. It seems that you have
- (965) been successful in getting him to express quite intimate material. You will notice that your fourth report dealt mostly with surface things which were not hard to face. The fifth conference, building upon the trust which W----- had developed in his
- (970) teacher, is fairly successful in bringing to light a problem of more intimate nature; this suggests that your big job in conducting the conferences is one of balancing conversation concerning trivial matters with conversation which touches more intimate
- (975) concerns. A few months ago W----- would probably have been much more defensive, had you asked him why he would stay in the rest-room so long.

- The peeping tendency which W----- attributed to other boys was doubtless a projection of the same tendency
- (980) in himself, that is he felt such a tendency and was ashamed of it and being ashamed of it projected out into other boys. It is probable, however, that if you should call W-----'s attention directly to the fact that he was speaking about a tendency within
- (985) himself he would respond by shutting up and becoming quite fearful. You might suggest a very little bit concerning such tendencies by saying that they arose in other boys because these other boys did not understand the things about which they were curious and if
- (990) W----- appears to manifest some curiosity, you might use such information as is indicated.

- In your report concerning W-----'s progress I note that his security still seems to lie in someone outside himself, that is he does things because they
- (995) please the teacher rather than because he likes to do things well. If it is probable that you will be his teacher next year, it would seem wiser not to shake this dependence at the present time, but to plan on making him more self-reliant through the
- (1000) coming school year. If a change of teachers is probable, however, it would be necessary to begin to encourage him to stand upon his own in so far as



(1005) he is able before the school term ends especially if he were likely to have a teacher who would not be able to give him a great deal of attention and affection.

(1010) Your work with this boy has been quite enlightening to us and we have been continually surprised to find that you were getting along so well. Please call upon us whenever we can be of service to you and keep us informed as to W-----'s progress. Enclosed are self-addressed envelopes and a few report blanks.

(1015) Yours very truly,

Harry Mason  
Graduate Assistant

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6  
Report of Cathartic  
Conference

Case W----- Teacher C----- Number 6

A. General trend of material presented by the case.

I like to play with Gerald and Raymond. We play  
(1015) marbles, I like that best but I also like to play  
(1005) "tag" with the girls. He rambled on telling of his  
likes and dislikes.

B. General attitude of case during conference.

Very congenial--conversational.

(1020) C. Questions asked by case.

(1005) "Do you like me teacher?" "I'll try and always  
be good."

D. Questions asked case by teacher.

"How did you get along today? -- above result.

(1025) Then "Is there anything that troubles you?"

FORT HAYS KANSAS STATE COLLEGE PSYCHOLOGICAL CLINIC

Form 10.6

Report of Cathartic  
Conference

Case W----- Teacher C----- Number 7

A. General trend of material presented by the case.

None of great consequence. I think marbles, pets  
and schoolmates--also his reading seem to interest

(1030) him most. That was the general trend of his  
conversation.

B. General attitude of case during conference.

Very free and communicative.

C. Questions asked by case.

(1035) Especially about his school work. "Do you like  
my reading? Better now than at first? Don't you  
think I can write better now? I'll try harder yet,"  
and so forth.

D. Questions asked case by teacher.

(1040) "Do you like school? Why? --answer--as change of  
activity--play and work quite interesting. Do you  
like to read? Write?"--and so on.

Other comment.

Further conferences with W----- seem useless, I  
(1045) think. He seems to enjoy himself with his playmates  
very much, also his tasks in school are undertaken  
without reluctance. He endeavors to do his best, and  
he fairly succeeds. A little encouragement spurs him



on, and acknowledging his work with some favor, grants  
(1050) him the greatest pleasure. I trust that I have been  
of service to you with W-----'s case.

My dear Miss Gifford:

I am very glad to hear that you are well and hope you are enjoying your vacation.

(1055) As you have thought of me very kindly, I am sure that there is no reason for my not writing to you. I am sure you will be glad to hear from me and I am sure you will be glad to hear from me.

(1060) We hope that the climate of New York is just what you need at this time and that you will be able to enjoy it. I am sure you will find it very pleasant and I am sure you will be glad to hear from me.

Yours very truly,

Harry Mason  
Graduate Assistant

May 12, 1937

Miss C-----

K-----

My dear Miss C-----:

Your replies, numbers six and seven, conferences with W----- have been received.

(1055) As you have stated in your replies, it seems that there is no reason for further conferences. Your work with this case has been very good and we extend you our congratulations on your success.

(1060) We hope that the Clinic has been of some help to you in handling this case and that we will be able to assist you from time to time with various problems which may arise in teaching.

Yours very truly,

Harry Mason  
Graduate Assistant

## Material Supplementing Teachers Guide

Experience in directing teachers in dealing with children who have need of cathartic conferences or other activity directed toward emotional catharsis has shown some of the difficulties which they encounter. We are listing these difficulties, and making brief notes suggesting ways in which they may be met. Where an apostrophe (') follows the number heading the suggestion, this suggestion is one which comes from general clinical experience and is thus generally accepted by clinical psychologists who deal with school children and their problems. Where no special notation is shown, the material was gleaned from reports of teachers who were using the special follow-up service of the clinic in carrying out cathartic conferences.

1. The condition of intolerance or lack of understanding between child and teacher manifested in her reference to the children as "onery brats" and their repeatedly expressed hostility toward the teacher. This attitude may be attributed to various causes, and it is probable that it has always existed, if not between child and teacher, between youth and age. The teacher can best meet it by re-evaluating the aims of teachers, and seeing her everyday problems in terms of serving the child's best interests rather than in terms of running her schoolroom with a minimum of inconveniences to herself. No teacher will consciously admit that her teaching is



more influenced by the desire to keep away from troublesome personal problems of her pupils than by the needs of these pupils, but the evidence of her own mouth is turned against her. Douthitt, in his recent book on clinical psychology, says that in various studies, teachers rate as most serious those conduct problems which most threaten the peace of the classroom or the authority of the teacher, while mental hygienists, not being handicapped by the necessity of keeping an orderly classroom, can see the child's problems more clearly, and rank as most important problems of shyness, seclusiveness, and others indicating neuropathic states in the children. A child who is quietly unhappy often presents greater danger of serious maladjustment than one who keeps the classroom in an uproar, yet he receives much less of the teacher's attention. Doubtless, if mental hygienists were compelled to teach school day after day, they would revise estimates of the seriousness of problems, but they would do it, not as intelligent experts, but as jaded schoolmarms. The teacher must, in fairness to the child, consider his behavior, not as an insult to her authority, but as activity which will build or break his character. This is the first step in treating children's personality problems; yet it is probably the hardest to take.

2. A tendency for the teacher to make errors in interpreting the things which a child says. If he says,

"I'm not afraid of the dark," the teacher assumed that he is not afraid of the dark. This is the sort of error that the personality scale makes. It shows the condition of the child's censorship of his ideas, not his ideas and attitudes themselves. The circumstances which led up to the discussion of fears of the dark, the tone of voice of the reply, the general habits of talkativeness or lack of expression, the tendency of the child to compensate for his difficulties or to run away from them, all must be weighed before the true significance of his reply to such a simple question can be ascertained. THE TEACHER MUST CONSIDER THE CHILD'S STORY SYMPATHETICALLY AND SERIOUSLY, YET SHE MUST REALIZE THAT IT REVEALS LITTLE ABOUT HIS PERSONALITY WITHOUT SOME INTERPRETATION.

3. In the cathartic conference, the child must convince himself. This takes time and makes didactic procedures dangerous. The child cannot always face his problems immediately. The teacher must never take the attitude of preaching or moralizing in the cathartic conference. Its purpose is to aid the child in reorganizing his fundamental motives of life; this cannot be done through mere learning of moral principles. This principle of personality is well illustrated in the lives of adults. There are few persons who do not possess the logical acuity necessary to figure out what is the proper course of conduct in most situations. Yet they often act without "using their heads". A minister may preach for years to a boy,

trying to get him to stop smoking, yet the boy, admitting all the minister's arguments, keeps on smoking. Then he decides to make the football team. He is not particularly clever, and knows he will need all his strength. He quits smoking spontaneously. Why? Simply because his basic motives are changed!

"CONVINCING THE CHILD" IS USUALLY A WASTE OF EFFORT. HE MUST, THROUGH MAKING HIS OWN IDEAS MORE DEFINITE, CHANGE THE MOTIVES OF HIS LIFE. THE TEACHER MAY HELP HIM FORMULATE HIS IDEALS, BUT SHE CANNOT HAND THEM TO HIM READYMADE.

4. Some personalities, because their central cores are strong in relation to problems they face, can reorganize their lives quite readily - others need to take a slow course of facing their problems, and their adjustment takes a great deal of time. These less strong personalities will tax the teacher's emotional strength, and require a great deal of "leaning" on the teacher.

5. Ordinarily, it is easier to help the child to build himself up than to change the world in which he lives. Even though a child's home is poor, it is quite likely the best one for him, because of the difficulties which would beset a change. Often a teacher, listening to a child's sad story, will be filled with righteous indignation, and feel that something must be done about it. There are some situations where this is true, but the teacher must observe the caution under (2) above, and be sure that she is viewing the situation



objectively, rather than as the child's narrative has colored it. Even if there are minor inequalities which work against the child, he must never be encouraged to indulge in self-pity. If the teacher pities him inwardly, she will be likely to generate self-pity in the child.

6. Teachers lack interpretive skill. Everything the child says illustrates his inner conflicts in some way. This material cannot be properly related to the problems of the child's life unless it is systematized in some way. For this reason, the teacher should be more or less acquainted with various systems of psychology. While each system has its advocates, any one of them is a somewhat well thought out description of behavior. It may not fit all parts of the child's behavior, but it will help one to keep oriented toward the main considerations in the child's problems. A thorough study of the following systems of psychology is desirable. 1. Psychoanalytic psychology; this gives one system of organization for drives within the personality, and while it does not fit all behavior, it gives a workable picture of the strivings of life and the interrelation between conflicting desires. 2. Functional psychology; this system stresses the developmental aspects of the child's behavior. 3. Gestalt psychology; while this school of psychology is not too well developed in the field of personality problems, it accustoms one to looking at a personality as a pattern of activities, the essential reality of which is in

the whole, rather than in any of its parts. Whether or not this is true in the philosophical sense, this concept is useful in dealing with personality problems.

When the teacher is unable to make interpretations of the child's conversation, one of the following things is usually indicated.

1. The teacher is unable to interpret the material presented, although it indicates the child's way of thinking to a marked degree if the proper interpretation is put upon it.

2. The child is talking of nonessentials, evading his problems. Sometimes one must allow the child to do this, because he cannot face his own problems at the time.

3. A certain level of adjustment is reached, and further discovery concerning the child's personality is dependent upon further probing. If the teacher is able to undertake the task, and the child shows the necessary ability, she may probe more deeply and encourage adjustment upon a higher level of integration into the social milieu. If it is probable that the child cannot organize life successfully at a higher level, the present level of life must be accepted. This can be illustrated by an imaginary case. John has been quite afraid of life, of the dark, and of things in general. Through catharsis he has formulated his motives and found the basis for his fears. Now he faces life without fear. He is oriented toward society quite selfishly, however. As one might say, he cannot see beyond the end of his own nose. Should his teacher urge him to probe more deeply than



that into his motives and find out why he cannot trust his whole fate to society, now that his physical fears are gone? If John has a great deal of intelligence and ability to feel himself into social situations, this is the indicated course, but if his social intelligence is limited, further probing would be likely to result in anxiety or discouragement, and might bring on a return of his old problems.

7. Teacher benefits - child suffers. Sometimes the teacher feels too much responsibility for conferences and the child's recovery; this is usually an indication that she is unconsciously using the conferences to solve her own problems rather than those of the child. Most of us can only do one thing at a time effectively. When the teacher finds herself depending upon conferences with the child for some satisfaction, she should seek catharsis for herself, with someone to whom she does not stand as teacher.

THE TEACHER MUST HAVE AN ADEQUATE EMOTIONAL LIFE IN ORDER THAT SHE WILL BE ABLE TO STAND THE STRAIN OF THE CHILD'S TROUBLES. ADEQUATE EMOTIONAL EXPRESSION ALSO ENABLES HER TO UNDERSTAND THE CHILD'S PROBLEMS WITH BETTER INSIGHT.

8. Often teachers fear that they will not be able to maintain discipline while giving a child special treatment of this sort. Being disciplinarian and confidant at the same time is a test of the teacher's ability to face conduct problems objectively and impersonally. Although some few cases may present difficulties due to the lack of strength



in the child's personality, failure to maintain discipline while being the child's confidant is ordinarily evidence that discipline has been upon a superficial basis.

### What The Student Is To Do

1. Fill out a short blank giving details concerning her teaching experience and amount of training in practice teaching and teachers' training courses.
2. Study the booklet which has been written to guide teachers in holding cathartic conferences, together with supplementary material which will be furnished.
3. Secure a child who is between the ages of six and thirteen, bring him to the offices of the psychological clinic at a time convenient to her schedule and hold conference with him in which she attempts to get him to tell as much as possible about his personality and in which she attempts to interpret this material.
4. After each conference, arrange with the child for the next, write up a narrative report of the session with a tentative program for the next conference, study the experimenter's criticism of the first conference, and replan the procedure for the next conference with this criticism in mind. Ordinarily three conferences of twenty to thirty minutes duration should be held with each child.

PERSONAL DATA

Name \_\_\_\_\_ Sex \_\_\_\_\_ Age \_\_\_\_\_

Number of years teaching experience \_\_\_\_\_

Number of college hours in methods courses \_\_\_\_\_

Number of college hours in practice teaching or teachers' training \_\_\_\_\_

Do you like teaching? \_\_\_\_\_ If you have not taught, do you expect to enter teaching as a profession? \_\_\_\_\_



## Teacher's Report of Conference

1. Narrative Description of Conference.

2. What significant things were revealed? Why do you think the child revealed them?

3. Outline your plan for your next conference.

4. What does this conference indicate as the most significant considerations in teaching this child?

## Check List for Mechanics of Conference

1. Questioning too blunt \_\_\_\_\_ x x x x x
2. Attitude too tense \_\_\_\_\_ x x x x x
3. Suggests answers to child \_\_\_\_\_ x x x x x
4. Brings out censorship rather than real feelings \_\_\_\_\_ x x x x x
5. Does not direct conversation to significant material \_\_\_\_\_ x x x x x
6. Lack of organization of conference-plan \_\_\_\_\_ x x x x x
7. Passes up points which should be followed \_\_\_\_
  - 1.
  - 2.
  - 3.
  - 4.
  - 5.
  - 6.
  - 7.
8. Miscellaneous Criticism:

### PERSONAL DATA

Name Teacher 1 Sex Female Age 23

Number of years teaching experience 1

Number of college hours in methods courses 6

Number of college hours in practice teaching or teachers'

(5) training 8. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

### Description of Case

This girl of six years presented a great deal of material. She was willing to cooperate and told stories  
(10) at great length. There was a highly structured fantasy system evident in her talk, but the conflicts and frustrations upon which it was built were not brought out.



Report on first conference: Teacher 1.

- (15) S----- seemed to me rather unusual in her ability in carrying on a conversation. She needed only a suggestion in order to have a story or incident to tell. She didn't seem backward or shy in the least. She told a story that was told to her last winter. She seemed to remember the character and story well. She was rather
- (20) practical in her reasonings. In the story the children went to the moon and S----- suggested that perhaps there was a high hill that looked like it touched the moon. She said she liked fairy tales.

- When asked to tell about herself she said she was good
- (25) half the time and bad the rest of the time. She compared the week to a checkerboard and she drew a checkerboard on the table using each square to represent a day. When asked what she thought other children thought about her, S----- said that they might say she was nice.

- (30) This was the only answer given to this question. She seemed to have no reason for her statement.

She did not sit still during the conference, although she did not leave her chair. This might have been because of her age or the strangeness of the situation.

- (35) This was the only evidence she gave of being ill at ease.

She has a baby brother. She sleeps by herself. She said that they used to dream. When she would wake, she

would get in bed with her parents. She said she wasn't  
(40) afraid of the dark.

She seemed to be a normal child except in her ability  
in relating past events. She likes school and wishes  
(45) she were there this summer.

Some things I would like to know if her restlessness was  
(45) due to the situation or is a characteristic of her. I  
would like to know if her talking is done to assert  
leadership. I would like to know how she gets along  
(50) with her playmates and why she wishes she were in school  
this summer. These are some of the things I would like  
(50) to find out.

She likes action games and too much play might cause her  
restlessness. I wonder if she is interested in drawing.  
(55) Her drawing of the checkerboard would seem to indicate  
this. I would want to help her so that her talking  
(55) would be an asset and not a liability. I would like to  
know why she likes fairy stories.

Criticism of first conference: Teacher 1. 6/16/37

Mechanics of the conference:

The beginning of the conference was a bit too abrupt, although this had little effect upon this child. It was

- (60) probably well to let her talk a great deal without interrupting. One would probably have to be quite careful about using direct questions in this case if there were some quite definite problem in the child's thinking.

Significant material:

- (65) The child is a bit overactive - has very vivid imagery, evidently, and can tell a story well. She seems very cooperative and willing to do activity suggested by others. Her fearful dreams, from which she took her mind away voluntarily, may show that her ego or central character
- (70) is gaining strength, though they also suggest compulsive mechanisms.

Her ability to diagram things, shown by her idea of telling how she was good one day and bad the next, shows some power of abstraction. This, coupled with her active

- (75) imagination, would make one look for a slight compulsive tendency.

Suggestions for next conference:

Examine moods, disappointments - find out what she feels sorry about, if she ever feels guilty.

- (80) Treatment from indications of this conference:

She will probably have to be supervised to keep her from



being too active and becoming too excited. Should be given opportunities to use her symbolic powers, that is, to construct systems in which one thing stands for another.

- (85) Will probably respond well to affection. Imaginative activity should be developed, but related to everyday activity to keep her from getting too much satisfaction from fantasy rather than from play with others.

Next conference - additional:

- (90) Ask if she has thoughts that go over and over in her mind; also, if there are some things which must be done just so.

Report of second conference: Teacher 1.

Narrative description of conference:

1. The conference seemed to drag. S----- was not nearly as restless as she was before, but neither was she as  
(95) talkative as she was during the first conference. We talked about some of the things she was doing this summer. She responded very briefly to direct questions. I don't believe this one was effective as the first one. I was more confident this time but I didn't learn  
(100) very much this time. Perhaps it was due to over-confidence on my part.
2. S----- seems to have fear of high places as revealed by her telling how high she liked to swing. She did not seem to feel sorry when she was naughty. She likes  
(105) art - or rather she likes to draw. She told about a poster she made at Easter time.
3. I would like to find out if she would want things just so.
4. I think art should be included in child's school  
(110) and home life. She should be encouraged in this. I think her activities should be supervised perhaps in a daily schedule.

Criticism of second conference: Teacher 1. 6/23/37

Mechanics of the conference:

The child was at ease, and talked freely, but there  
(115) seemed to be little effort upon the part of the  
teacher to direct the conversation toward subjects  
(120) which would give some insight into the structure of the  
personality. The few attempts at questions were too  
blunt. It is too much to expect a small child to re-  
spond intelligently to a question such as, "Why do we  
do things we shouldn't?" A better formulation would  
be, "When do you usually have to be corrected?" "What  
do you usually do that mother has to correct you for?"  
(125) Any show of emotion suggests to the child that some  
special attitude should be taken toward the conference.  
Laughing often tends to put the conversation upon a  
superficial plane and argues against catharsis of  
emotions.

Significant material:

(130) The answer that misbehavior was "Just a habit" indicates  
something of conflict in the child's life, though it  
may not be intense.

This teacher seems to have no conception of what she  
wants to know from the child, not how she may find it  
(135) out.



PERSONAL DATA

- (20) Name Teacher 2 Sex Male Age 28  
Number of years teaching experience 6  
Number of college hours in methods courses 8  
Number of college hours in practice teaching or teachers'  
(5) training 120. Do you like teaching? Yes  
(20) If you have not taught, do you expect to enter teaching as a profession? \_\_\_\_\_

Description of case

- (30) This boy was nine years old, and very apathetic in his reactions. Almost everything he said indicated a calm  
(10) resignation to the more active wills of others. There was little evidence of unhappiness. The child had a great deal of trouble in grasping any ideas which were the least bit abstract, and later had difficulty in assembling some performance-test formboards in the  
(35) outer room. It was hoped that something of the nature of his frustrations could be discovered in another conference, but his illness prevented this. A general appearance of apathy, together with anomalous distribution of fat suggested a glandular pathology.  
(40)

Report of first conference: Teacher 2.

- (20) The subject of my conference was G-----, aged 9. Very little difficulty was experienced in getting him to talk. He began with a neighbor lady, but he proposed that he was entirely innocent of any wrong-doing. He doesn't like fights and makes it a point to get away
- (25) from them. He loves to swing and height does not frighten him. He objected to the fact the children occasionally make use of his wagon when he is away at school. His mother forgets to take the wagon in. He likes to play alone with his wagon because in this way he gets
- (30) more rides. When his brother is with him, he usually lets him have the larger share of the rides, because he doesn't like to quarrel. Winter school is a bore to him because he doesn't like arithmetic, but since summer school requires him to work no arithmetic he enjoys
- (35) that. He seems to have quite an interest in earning money. He would buy a car for his father and a bicycle for himself. When he grows up he would like to drive either a bus or a gas truck. Between the two he would choose the bus because there isn't the danger of an ex-
- (40) plosion.

I think the conference shows that G----- is probably a little selfish, especially as regards his wagon. Evidently he avoids quarrells, rather letting other people dominate in order to maintain peace. It seems that he

(45) has a feeling that he is inadequate in some of his school subjects, notably in arithmetic. It seems further that G----- does not possess a very determined resolve toward some things, especially toward attacking such difficulties as arithmetic. Since he also showed a reluctance toward (50) driving a gas truck, with which a certain amount of danger is connected, it seems that he might be afraid to tackle things which appear dangerous and difficult. Since the boy showed hardly any hesitancy in telling his story it is probable that he is already beginning to (55) realize his shortcomings and is looking forward to having them eliminated. I believe he desires help and advise. In my next conference I should like to have him tell me more about his dislike for arithmetic. In general I am eager to know more about the motives for some of his (60) answers in the first conference. I would like his troubles to appear more vividly before him and have him realize that it is important for him to be more courageous. If G----- were a pupil in my school, I think I should try to be an encouragement to him. I should probably (65) ask him to take over certain duties and make assignments in his lesson which would help to establish self-confidence in him, because it seems to me that he has never experienced a great deal of success in his little life.



Criticism of first conference: Teacher 2. 6/17/37

(70) Mechanics of the conference:

Mechanics were good. The child talked well, and the conversation was guided by the teacher without inhibiting the boy's responses. The first question was somewhat blunt, but it is desirable to make the purpose as clear

(75) as possible without frightening the child. Some other children might not be approached quite so abruptly.

Significant material:

The boy escapes or "wilts" at almost every occasion.

His ideas of being dominant are all in the far-off future.

(80) Suggestions for next conference:

Follow up choice of playmates, see if he prefers smaller children always, see if he will admit to himself that he doesn't get along well with boys his own age. Another question worth investigating may be his feeling for high

(85) things, such as ferris-wheels, etc.; are these compensatory fantasies, or does he actually like to go up in them?

How much does he fantasy and how much does he actually do?

Treatment suggestions based upon acquaintance thus far:

(90) Get the child into some activity in which he can achieve.

He is badly "backed out" of things now. Competition with others who are more clever should be avoided, and a great deal of reassurance given when tasks are done well.

Active attempts at socialization should be deferred

(95) until the child has more confidence. A thorough physical examination with check upon diet is also indicated.

(100) Parents always, it seems.

Looks to compensate when given by the child, the of  
work.

afraid of her stomach exploding.

If I've got started, I'll have to stop.

(105) Are there disappointments in school?

Doesn't like winter school, especially mathematics.

Strength-typosider and some other, but not very good.

child likes to read and has some ideas.

Has big ideas, but none that will "I am right".

Notes - first conference: Teacher 2.

Has fights sometimes; escapes usually, doesn't stand.

Other boys get his wagon.

(100) Retreats always, it seems.

Looks to compensate when grown up by driving bus or truck.

Afraid of gas trucks exploding.

If I'd get started, I'd make lots of money.

(105) Are there disappointments in school?

Doesn't like winter school, especially arithmetic.

Strength-hypochoh and self pity, and daydreams.

Child likes ferris-wheel and big machinery.

Has big ideas, but saves them until "I get bigger".



PERSONAL DATA

(15) Name Teacher 3 Sex Female Age 22 -7

Number of years teaching experience 4

Number of college hours in methods courses 6

Number of college hours in practice teaching or

(5) teachers' training 5. Do you like teaching yes

(10) If you have not taught do you expect to enter teaching  
as a profession? \_\_\_\_\_

Description of case

(10) This six year old boy was more than willing to cooperate  
by taking part in the conversation. He asked almost as  
(10) many questions as he answered, and gave his story with  
a great deal of candor. He seemed to feel no apprehen-  
sion and enjoyed his two conferences immensely. A great  
deal of father-identification was evident, but it seem-  
(10) ed to cause no great conflict.

Report of first conference: Teacher 3.

- (15) The conversation held Saturday afternoon with P----- six year old boy, seemed to be rather successful. We became acquainted easily. He answered questions readily, and was very curious about the sham window and my work. P----- did not seem to have anything that
- (20) bothered him greatly. He seems to get along well with his friends, large and small. He is very "sports" minded for a child of his age. Evidently his father is a golf enthusiast. College boys have influenced him as
- (25) to football, basketball, baseball and tennis. His mother wants him to be a doctor, but he wishes to go to Chicago to be in the large ball clubs. He doesn't like to be idle and has decided that he needs to learn to do other things because ball players aren't busy all the time. He says he doesn't like to go to school but
- (30) thinks he needs to go to college so that he can practice sports. He mentioned that he might like to be a priest, and that his mother wanted him to go to Bible School this summer. He doesn't object to that.
- He sleeps alone and does not seem afraid of the dark.
- (35) He told one of his dreams about a huge bird with a ruler in it's claw. It chased P----- and his sister out of the bedroom and tried to scratch and hit them. He said it always seemed to be after them and they couldn't get away. It may be that he had seen the

(40) N.R.A. sign before then or it might be a carry over  
that he was afraid someone might punish him.

(50) I plan to meet with P----- sometime next Thursday. I  
would like to ask him more about his dreams to see if  
he often has dreams of "something after him". I think

(45) it would be well to talk more about school, and find  
out reasons why he doesn't like it and see if we can't

(60) help him to see that he should like school, for the  
reason that it would help him to go further in the  
world of tomorrow. I would like to be able to help him

(50) see that he wants to go to school to read and learn  
what other things are happening in the world. How I

(65) will do this I don't exactly know at present, but I  
want him to come to the conclusion by himself.

(70) importance. The child's remark, "I have never played  
in our block," suggests more collection of personal pride  
than actual egoism. The fact that the child knew all  
the arrangements for the next year's summer vacation  
schedule suggests that he may fear the holiday which he  
(75) will involve, to a certain extent. This would not be  
so motivatable were it not for the fact that the child is  
quite nervous. This fact, however, is probably only a  
reflection of the attitude of the group with which he



Criticism of first conference: Teacher 3. 6/12/37

Mechanics of the conference:

(55) Mechanics were generally very good. The child sat naturally, the teacher well relaxed. Questioning began with casual inquiry about play-interests, led gradually up to more significant things, such as others' attitudes toward the child, dreams, etc. Spontaneous interest

(60) and curiosity of the child were well used.

Material presented which may be significant:

Probably the greatest motivation in this child is father-identification. Golf sticks, pride in possession of a stick which his daddy cut off for him, all were

(65) prominent as satisfactions. The casual remark that "There was too much food at the picnic" would indicate that there is some mother-censorship operating, especially since the child did not get sick on this occasion.

Parental pride is probably a motivating force of some  
(70) importance. The child's remark, "I know every people in our block," suggests more reflection of parental pride than actual egotism. The fact that the child knows all the arrangements for the next year's school working schedule suggests that he may fear the testing which it

(75) will involve, to a certain extent. This would not be so noticeable were it not for the fact that the child is quite curious. This last, however, is probably only a reflection of the attitude of the group with which the

child associates, and may not be deep-seated in his own  
(80) consciousness. From his generally curious attitude, it  
would seem that curiosity can be well used as motivation  
for school work.

Attitude of insecurity:

1. The child thinks next year at school will be harder.
- (85) 2. Appeals to teacher when others do not play fairly.
3. Speaks of "pinching people and making them pay fines"  
when he is a traffic cop.
4. Dreams contain such fearful elements as Indians  
shooting, dust storms, big birds which chase or drive  
(90) the child.

5. Possessions play a great part in the child's talk.  
Probably there is no pathological condition associated  
with any of the things pointed out above, but they give  
some idea of the probable mechanisms underlying this  
(95) child's expression in the conference. While they do  
not suggest a special program for the child, they do  
suggest some ways in which this personality can be  
reached, and some explanation of any behavior which  
might arise in the schoolroom or elsewhere.

(100) Suggestions for next conference:

Investigate sources of personal security more fully,  
find out if he is more insecure at home, on the play-  
ground, in school. Does he feel that assignments are  
likely to be unreasonable? Is his sadism directed

- (105) against his own persecutors, or is it only a surface reflection of the family attitude; in either case it would be important to the teacher. What was the emotion behind the dream of a big bird? This might best be done by referring to elements in the dream, rather than (110) about the dream itself. You might say, "Did anyone ever slap your hand with a ruler?" "Were you afraid they would?" "Did you feel badly?" etc. If the child's attitude permits, you might begin exploration of his moods, imaginings, fantasies, and disappointments, (115) remembering that one must proceed slowly at such work. Suggestions for treatment if no further conferences were held:

- Use the child's natural curiosity more in motivating school work. Try to build up confidence in achievement. (120) Self-confidence should go hand in hand with development of confidence in others.

- Avoid fear of future, and build an attitude of facing the future as a source of interesting adventure. Teach, not too directly, that there is more satisfaction in (125) achieving with others than in achieving dominance over them. "After all, why not make people pay fines?"



Notes - first conference: Teacher 3.

The child was seated with back to light.

Conversation was begun in a casual tone.

"We play at school."

(130) "What do you do?"

Seems to fear next year's school subjects somewhat.

Knows details of next year's school day.

Child asks teacher if she heard the rain last night,  
saw it in the streets.

(135) "Do you get along well with other children?"

"What do you do when they are unfair?"

Just tell teacher.

Spontaneous - "We had a picnic on the last day of  
school. We had too much to eat."

(140) Quiet about sports, etc.

What do others think of you?

"I had to sit on the back fender."

"What do big folks think of you?"

"Do you like to be with them?"

(145) Child seems to get much security from possessions.

"Daddy cut off a golf-stick for me."

"Do you forget where you put toys?"

Talks of college-aspirations toward sports, etc.

Have to learn many things. (teacher)

(150) "What are the figures on the screen?"

"Boys play baseball and basketball in college."

"What do you want to be?"

"A traffic cop or someone."

"Why?"

(155) "So I can make 'em pay fines."

Like to go to bed by yourself?

Do you have to go to bed by yourself?

What do you think of?

Do you dream?

(160) What about?

Indians - shot - dust storm come up.

"Did they chase you?"

"Others?"

"Big bird with big bill."

(165) Bird pinched - hit with ruler.

"Are you in college?" (child)

"I teach in winter - come here in summer."

"Don't you go to Picken?" (child)

"Mamma will send me to Bible school."

(170) "Do you like Bible school?"

"Do other children go?"

"I know every people in my block."

Outline of activities for second conference (presented by teacher before the conference):

I. Educational Ambitions:

- (175) 1. How far do you want to go to school? (grade school, high school, college)
2. Don't you like to go to school, or are some things too hard?
3. Was it hard to get your lessons last winter? (each year older and so not hard)
- (180) 4. What do you like best in school?
5. What things did you find out about in school?
6. Do you have any idea what you will have to find out next year?

II. Insecurity:

- (185) 1. Did anyone ever slap your hand with a ruler? If so, why?
2. Were you afraid they would?
3. Did you feel badly?
4. What things are you most afraid of? (People, God, parents, animals, storms)
- (190)

III. Home Influence:

1. Does your daddy play with you?
2. Do you like for him to?
3. Do you like to go around with daddy while he works?
- (195) 4. Does your mother play with you?



5. Do you have a "big time" together?

6. Do you have picnics? What do you eat? Are they all good for you?

(200) Most probably these will be too many questions for one conference, but they can be used in the next conference.

this time.

I asked most of the questions in the conference. I asked

that Mr. Brown's question about the "big time" was asked at first. He asked it in the beginning of the conference.

(210) He asked it in the beginning of the conference.

I believe that the questions were asked in the conference

quite near the beginning of the conference.

very near the beginning of the conference.

in-story books are written. The story books are written

(215) to be a picture. I do not think that the picture of

my face has probably been in the picture.

I plan to have the next conference in the week after next.

week after next.

Report of second conference: Teacher 3.

P----- came to the college and met me at the Lily Pool. He told me that he could hardly remember whether he would know me or not. We had a very good visit but (205) P----- did not seem to have quite so much to talk about this time.

I asked most of the questions in the outline. I found (206) that he doesn't dislike school as much as I had gathered at first. He doesn't seem to be afraid of punishment. (210) He idolizes his parents, evidently they make much of him. I believe he is the only boy in the family. He is quite used to conversation with grown folks. He is very imaginative and is afraid of animals and cops as in story books or movies. His desire seems quite strong (215) to be a priest. I do not believe this is because of any fears but probably caused by his mother's opinion. I plan to have one more conference the middle of the week after next.

Criticism of second conference: Teacher 3. 6/15/37

Mechanics of the conference:

- (220) Mechanics were again very good. Questions were spaced to take advantage of conversation in progress.

Significant material:

There seems to be some fears which, although they do not amount to terrors, may later influence his choices.

- (225) The fears of animals might be learned from "Tall tales". The fear of roofs falling may indicate some distrust of the world in general. The motivation toward being a priest may give rise to some feeling of insecurity, although this is unlikely.





Criticism of first conference: Teacher 4. 6/23/37

Mechanics of the conference:

Mechanics were quite good. The child was at ease, and

- (10) responded well. A number of leads were brought up which might have been followed for further material, but if these are remembered, it is often better to bring them up during the second conference than to prejudice the chance of a good start.

(15) Significant material:

There is some evidence of a trend toward retreat from evil tendencies. Points which support this are: The child does not like boys. She indicated that they were naughty and rough. In her dreams, she is struggling to

- (20) escape from some sort of domination, although her actions would lead one to expect a personality which dominates others her size. The dreams of Santa spanking the children also follow in this line. The talk about the cut on her head may be significant of hysterical or

(25) narcissistic tendencies.

There is a definite resistance toward authority. The child's ideal of becoming a teacher is quite definite, and is probably consciously associated with a desire to make others do things rather than to be made to do them

- (30) herself. This sadistic tendency is also shown by her evident delight in telling of the depredations and punishments of her playmates. Jealously in the matter

of playing with her big doll is also a part of this picture. Further inquiry should be directed toward (35) finding out the basis of this jealousy.

When mother and others go to town, the child does not seem to miss them, but is actually glad to have them gone. What sort of pleasure does she get from her play with her brother? What sort of things do they do?

(40) Questioning concerning this may have to be delicate and well planned so as not to discourage the child in further catharsis.

Suggestions for next conference:

Keep conversation as free as possible, but begin to (45) guide it toward answers to the questions suggested above.

This can be done without a great deal of direct questioning. For example, in exploring the reasons for the child's dislike of boys, you might ask, "What do boys do that is naughty?" If this leads to some reply, to on to

(50) find out as much as possible about the child's attitude toward boys. If a great deal of resistance is encountered you may go to some other topic, or let conversation drift for a time and then take up one of the other significant trends.

(55) Treatment suggested from acquaintance gained so far: Dislike of school can be overcome by making a genuine appeal to the child's interests, and avoiding giving orders which will arouse antagonism, working up to the



more odious tasks after a feeling of loyalty to the  
(60) school has been built up. Her sadistic tendency, since  
(70) it does not seem to be too intense, might be handled by  
encouraging her to learn things so that she could direct  
the others in doing them. After a certain amount of  
activity had been built up around these things, the  
(65) sadistic tendency should be dissipated, but if it  
(75) persists one should investigate the possibility of a  
need for more adequate sex information, or for repressed  
feelings of desire of a more or less "brutal" sort.

Notes - first conference: Teacher 4.

"I don't like boys!"

- (70) Child wants to be a teacher, to teach children and tell them what to do.

Sister in a hospital.

Child told of a cut on her head - teacher did not follow this up for hypochondriacal attitudes.

- (75) Dreams of struggle to get out. (not followed)

Santa spanked sister and brother - they were naughty.

Jealous of playthings.

Has doll that wets pants.

Boy throws doll down.

- (80) "A boy got into fight with us."

Talks of other's depredations a great deal.

Other girl pulled hair - got licking.

Other girl pulled sister's hair (how did you feel)

Child likes to be at home alone with her brother.

- (85) "Grandma and Grandad had a golden wedding anniversary."

They got hundred dollars - we just gave them five.

"I don't like to do things, I like to make other people do things."

Doesn't like to go to school, but would like to be

- (90) teacher.

"I don't draw so good."

I don't have to study hard - I will when I get big.

Child likes spelling, doesn't like other subjects.

Child doesn't like to study about birds.

PERSONAL DATA

Name Teacher 5 Sex Male Age 22  
Number of years teaching experience 0  
Number of college hours in methods courses 2  
(30) Number of college hours in practice teaching or  
(5) teachers' training 5 . Do you like teaching? \_\_\_\_\_  
If you have not taught, do you expect to enter teaching  
as a profession? Yes

Description of case

This boy of eleven years used swearing and obscenity  
with satisfaction, and took a great deal of pains to  
(10) distinguish himself as a "good guy" from "some guys".  
He told a great deal about gang activity and uncovered  
(30) a great deal of material about others, seeming to become  
secure as he made the status of his companions more  
uncertain. After the first conference, it was very hard  
(15) to contact him for another, and nothing more than  
superficial work could be done at the second meeting.



Report of first conference: Teacher 5.

The child which I interviewed was a boy of eleven years. He is the youngest child in a family of five. The father is a laborer of none too well means.

- (20) I attempted to become acquainted with the boy on our way to the clinic and to establish a friendly relation between the two of us.

In the interviewing room, I tried to get him to relax and also did what I could to relax myself. I felt

- (25) awkward trying to get the conversation started but it wasn't long until the boy did virtually all the talking and often after a momentary pause, he would continue without any urging. I closed the interview at what I considered the most opportune moment. He often glanced

- (30) at the screen as if he thought someone was listening in.

There were several significant things revealed at this conference. The boy is regarded quite highly by his associates, at least they respect his physical prowess.

- (35) In the home he is liked more by the father than the mother. He is trusted by his parents in the matter of purchasing articles. The play of the group is largely random play which often gets the group into trouble when something is missing. It seems as if there are

- (40) some of the group who wish to shift the blame onto others. The boy seemed to have a fine sense of justice.

Most of the above statements are a result of the boy's explanation or every day events. As far as his own position is concerned, I believe he told of it because  
(45) he is proud of his position.

At the next conference I am planning to continue the  
(65) discussion on the subjects personal orientation and absorption by another person. I plan to go into greater detail and attempt to guide the discussion more effectively.

(50) Of course the criticism which I will receive will also govern the procedure of the next conference. This child  
(70) is well-rounded child of average ability, if not above par. The only reason he doesn't like school is because he didn't like his last teacher as well as he did his  
(55) former ones. His play is handicapped because of lack of equipment. He is also not in the best of environment.

(75) In teaching this boy I would try to keep him interested with special emphasis on supervised activity after regular study hours and play with children of his own  
(60) age.

Criticism of first conference: Teacher 5. 6/17/37

Mechanics of the conference:

The attitude was good. A formal attitude would shut this boy up, I believe. The conversation might have been directed toward more significant material, though (65) one must avoid the idea of probing too much. While you asked him a great many pointed questions to which he replied readily, you would have gotten more significant material by probing for his attitudes toward the activities he mentioned, rather than getting simply what he does (70) and how he spends his time.

Significant material:

The child excuses himself for plundering with his boyhood gang. The fact that his brother sleeps by the window, that he (himself) has to be helped out in fights, and (75) other expressions indicate that he may feel somewhat beaten. Security seems to come from being clever enough to escape punishment than for achievement or love.

Suggestions for next conference:

Touch upon his feelings rather than upon what is actually (80) done. "How do you feel when you don't have soap to carve?" "Do you feel that it's somebody's fault or that it just can't be helped?" "What kind of things do you like to build?" "Do you ever daydream about what you would do if you could?" "When you grow up?"

(85) It would be well to look for some interest in worthwhile



activity to which to tie. Due to his social environment, this may be quite deeply hidden. At any cost, keep the child's confidence. Don't let him think that you might (100) let him down. Does he have a real friend? What place (90) do his parents play in his life? These are questions which should be investigated.

Treatment indicated from material already discovered: Interest in school must be built gradually, and any (100) interests in hand work or other activities which he (95) now likes must be capitalized upon. He must definitely be assured that the school is going to stand by him, not test him.

Notes - first conference: Teacher 5.

Good beginning.

Doesn't like school.

(100) Fights.

Teacher gives too much opinion in conference.

(5) Child seems to be on bottom in fights, and compensates in conversation.

Distrusts his playmates.

(105) They steal, etc.

Child is evidently in stealing gangs, but doesn't admit complicity.

PERSONAL DATA

Name Teacher 6 Sex Female Age 20

Number of years teaching experience 1

Number of college hours in methods courses 5

Number of college hours in practice teaching or

(5) teachers' training 0. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

Description of case

This child exhibited a great deal of evidence of intelligence in her ability to tell stories and recite  
(10) poems. She lived in fancy-land, however, and seemed constantly to identify herself with the helpless things or those calculated to evoke pity. Her bashfulness was a guarded inhibition in personal matters. She seemed not to fear punishment, but embarrassment. Any  
(15) attempt to secure cooperation brought an emotional blocking and manifested uneasiness, exhibited through squirming, fumbling with the drawer in the table, or glancing at the door of the room.



Report of first conference: Teacher 6.

As a result of a conference with N----- I found her to  
(20) be a very bashful youngster. It was very difficult to  
lead her into a conversation as she was very much  
inclined to answer questions by some form of yes or no.  
She was very much interested in the little window and  
in the drawer in the desk. She seemed anxious to know  
(25) what I was going to do next. I think one reason for  
this may have been that when I went to make the appoint-  
ment she was not at home so I talked to her mother and  
she may have gotten the wrong idea of my purpose.

Her desire seems to be that of going to college and then  
(30) becoming a nurse. She enjoys school and association  
with her classmates but she feels that she would like  
to play in the summer time. She gets along with her  
playmates with exception of one little girl. When asked  
why she quarrelled with her, she answered "because she  
(35) quarrelled with me." I do not hold this against N-----  
as I know the other girl is very difficult to get along  
with.

If I had N----- in school I would try to help her by  
having her be leader of a small group of children of  
(40) her age in some small class room or playground project.  
I believe that by association with children would tend  
to make her more sure of herself.

During the next conference I will try again to find

some field of interest for discussion. However, if one  
(45) doesn't make its self known, I will try to find out more  
by having her tell a story which she likes and thereby  
find out what subject interests her the most.

Criticism of first conference: Teacher 6. 6/15/37

Mechanics of the conference:

(45) The child is very bashful, and considering this, the conference was fairly adequate. The teacher probably felt a little too much pressure to find out something, and consequently asked questions a bit too frequently.

Motivation:

(50) Child evidently wants to be able to be a nurse, but isn't sure of ability. This may or may not mean that she feels that there is wrong in the world, but that she wants to take a Christian attitude toward it rather than fight back. Evidently she feels that she is required to do too many things, or to do meaningless things. Her (60) resentment of school work suggests that she may have met some frustration there. Or that she may be expected to do more than she is able to do. In this type of child we look for frustration in attachments, that is, she may have had a great deal of faith in some adult, and (65) had it shattered by some action upon his part which is considered wrong by her folks. This is a mere guess, and suggests other possible causes for her shyness.

Security:

As indicated above, the girl is not spontaneous in (70) expression. It would be well to look for causes, although one cannot make her tell what they are. This may have to be ascertained independently of the child, by seeing



if she is subjected to teasing, by finding out from her mother if she has been seriously ill and so unsure (75) of herself, by checking up on methods of disciplining, etc., to see if the child has been severely frightened. There may be some feeling of guilt behind the shyness, though this seems unlikely.

Procedure for next conference:

- (80) There should be no direct questioning about herself. Some play-games might be used, and if cooperation is secured you might ask her to shut her eyes and imagine a great fairy story for a minute then when she is ready, tell it to you. You might even make up a story and then (85) ask her for one. You would have to be careful not to frighten her, however.

Treatment indicated from present acquaintance:

- Avoid over-motivation, encourage spontaneous play and dramatization. Give the child a great deal of emotional (90) security and love. Avoid all teasing and test-procedure for some time.

Tension and conflict evident from the child's reticence in personal matters and her freedom in make-believe.

Continuation of No. 1 & 2. Teacher 6.

- (95) She seemed to take to our little guessing game but I failed to learn anything only that she became a little less frightened. We told stories. She told the story that their class make up about their trip to the museum. Then she said it was my turn and she wanted me to tell "Hansel and Gretel". Then she couldn't think of any.
- (100) But she said if I wanted her to say verses she sure would do that so she said a little rhyme about "Manners". She wanted me to sing a song.
- I felt that the only real important thing gained was a closer contact with the child.
- (105) One of the student teachers in the first grade and I were talking one day this week. She said N----- has been teased so much by college students that she is inclined to let everyone alone. She won't even say anything nice to the other children in the room. It would be well to arrange some class work which would bring opportunity for favorable class criticism and see that N----- had plenty of opportunity to say something about how nice someone else could do a certain piece of work.

Criticism of second conference: Teacher 6. 6/18/37

(115) Mechanics of the conference:

The mechanics were in general quite good. Since the child discovered the observer behind the screen, the teacher should probably have given some reassurance as to his presence there. "The man works in there, but he

(120) won't bother us or be bothered by what we say," is an example of what might have been said. The presence of this strange situation naturally inhibits the child's expression. If the child would rather, the conference could be moved to the other end of the room.

(125) The idea of the little describing game was good. It was also a bright idea to lead the charades or riddles from the immediate surroundings to more remote things, in the hope that the child would express some more spontaneous thoughts. The teacher might have set the

(130) stage for this by making some of her examples a bit more imaginative.

When the child couldn't think of a story, it might have been well to ask for a daydream. "What do you dream that you will be someday? That will be a good story."

(135) Significant material:

Pollywogs turn to frogs - not so much this revelation as the gesture which accompanied it, suggest that it should be followed for a possible connection with some half-forbidden sex-curiosity.



- (140) The first poem the child thought of was a didactic one which expressed parental or authoritative maxims for behavior; but the one she liked best was one of the "Jack be nimble", or one which suggested more spontaneous activity. The health poem also suggests that the child depends a great deal upon others for direction, and takes the rituals connected with good behavior quite seriously. Frustration in self expression and direct protective mechanism in shyness. All these suggest that there is quite a bit of censorship operating in the child's thought. "What does mama want you to be?" Or "Do grownfolks know what little children like?" Or some such suggestion might be used to get the connection of this material with the child's own thoughts.
- Suggestions for next conference:

- (155) Follow leads discussed above. Conduct conference at the other end of the room if it seems necessary, and make the child feel secure that there is nothing sinister about the situation. Keep going after fantasy, but do not insist upon any one method of approach.
- (160) Try dozens of approaches, and think up schemes. Further effort should be directed toward finding cause for seclusiveness, that is, has she been teased, does she feel guilty, has she been frightened.

Treatment suggested:

- (165) Discourage any tendency in the teacher's own part to

with-hold explanation of any event. Questions should be answered in some detail, and without any semblance of "kidding". Expressive activity in art and music, and in other activities should be encouraged. The (170) whole program should be one of getting the personality out into the light of everyday. A decided tendency toward seclusive fantasies as an escape from social problems is almost a certainty in the case.

Notes - second conference: Teacher 6.

This case is slow and difficult.

(175) Poem (Child should speak when spoken to) shows domination by elders.

Likes "Jack be nimble" as contrasted.

Health poem recited.



Report of third conference: Teacher 6.

The child seemed to be very tired. I tried to get her  
(180) to tell a story about herself but she wouldn't so we  
each told a story or two and then we together told a  
story about herself. When we first got there she  
(200) wanted to sing a song for me about a little robin. She  
seems to be very quick in her school work. She was  
(185) quite anxious about their trip to Ellis on the train.  
It was to cost them 14¢. When I asked her what she  
would do with 14¢ she said she would pay for her trip  
(205) to Ellis. Then when asked what she would do if she  
had 14¢ more she said she would buy candy and a birthday  
(190) present for her daddy and mamma. I think this brings  
out the fact that she has a sense duty toward her  
parents.  
(210) We were talking about what games she liked to play and  
I asked if she liked to be it. She answered 'no' but  
(195) I failed to find out why she didn't want to be it.

(215) After the teacher had told a story about a dog chasing  
a cat, the child told of a little white dog who was  
by a dog. This would lead me to believe that the child  
identified herself with the kitten in the story.  
One might use the question as "Do you feel sorry for  
the dog because he doesn't catch the kitten, or for the  
(220) kitten because he was chased by the dog?" The child

Criticism of third conference: Teacher 6. 6/21/37

Mechanics of the conference:

There was a bit too much persistence in a particular direction after it should have been evident that the child would not talk of this particular matter today.

- (200) In the case of N-----, repeated attempts to elicit a story resulted in a more inhibited attitude upon the child's part, and prejudiced the chance one might have had to discover something in another direction. In such a conference as this, one must never batter against
- (205) the defense of a person unless that person is mature enough to enlist at least a part of his personality with the teacher in overcoming the resistance felt. When it was found that the girl did not care to talk of N-----, the next step to suggest itself would be to get
- (210) her to tell a story about dolls. If this were successful, one could check around and see if she had responded to the suggestion of N----- name and made one of the dolls into such a character as N-----.
- (215) After the teacher had told a story about a dog chasing a cat, the child told of a kitten which had been chased by a dog. This would lead one to believe that the girl identified herself with the kitten in the other story. One might use the question as "Do you feel sorrier for the dog because he doesn't catch the kitty, or for the
- (220) kitty because he was chased by the dog?" "Do we

sometimes feel like a great big dog were chasing us, and we were not a little kitty?" "What are some of the things that might make us feel that way?"

Suggestions for next conference:

- (225) Do not attempt much digging. Play games, and be sure of cooperation. The child senses any effort to "work" her into activity very quickly. One cannot expect any real catharsis from this child for a great many conferences. If time permitted, however, this looks like a case which
- (230) needs catharsis and might benefit from it. Two months of conferences twice a week would be a reasonable time to expect ~~it~~ to wait for anything startling. Meanwhile, one could get a general idea of her personal drives, fears, inhibitions, and the way in which they work
- (235) together to preserve her personality.

Suggestions for treatment:

- For quite some time, confidence and love for the teacher should be built up in the child. The child often definitely needs someone to tie to, and is afraid that
- (240) she will be betrayed. No great attempt at socialization should be made until the child is more confident in herself. The condition of self-confidence can be brought about by a skillful teacher who first gives her complete shelter, and progressively puts her into
- (245) social situations which demand more strength of character. Extreme caution must be used to keep the



child safe from failure, however. One failure in a social situation would be likely to upset the work of many months.

Number of years teaching experience 10

Number of college hours in education courses 8

Number of college hours in practice teaching or

(5) teachers' training 0 Do you like teaching? Yes

If you have not taught, do you expect to enter teaching as a profession? Yes

#### Description of Case

This child of mine was one who seemed to like quite readily. Although the material was not too hard

(10) on almost all points, the child's attitude was

definitely one of interest in the subject. The child seemed to be very much interested in the subject and was very much interested in the subject.

The child seemed to be very much interested in the subject and was very much interested in the subject. The child seemed to be very much interested in the subject and was very much interested in the subject.

(15) in the reports and criticisms. The child's attitude was

very much interested in the subject and was very much interested in the subject. The child seemed to be very much interested in the subject and was very much interested in the subject.

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(20) to moralize, kept the children under control fairly well

in conference, but could not keep them from making mistakes and thus making mistakes. The child seemed to be very much interested in the subject and was very much interested in the subject.

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# PERSONAL DATA

(25) Name Teacher 7 Sex Male Age 30  
Number of years teaching experience 10  
Number of college hours in methods courses 8  
Number of college hours in practice teaching or  
(5) teachers' training 0 Do you like teaching? Yes  
If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

## Description of case

This child of nine was one who reacted to life quite vindicatively. Although the material brought out indicated  
(10) an almost constant conflict between attitudes she was definitely ready to do battle with the forces which repressed her from the outside. Toward her inner ambivalence she was more inclined to shy away. The evident projections can be seen in the material presented  
(15) in the reports and criticisms. The child's vindicativeness was great enough that only a well disciplined person could resist the urge to "show her". There was a great deal of rationalization but little tendency to examine the nature of this mechanism. The teacher, sorely tempted  
(20) to moralize, kept the tendency under control fairly well in conference, but could not keep from recommending didactic procedures which were rather blunt and coercive in his suggestions for teaching.

This child presented what seemed to be possibilities  
(25) for further work of a cathartic or analytic nature.

(30) She told us that she wanted to be a teacher or a clerk  
in a grocery store. She mentioned no special reasons  
why she preferred these two occupations.

The stories of the kidnapping and her own kidnapping  
have had a marked effect on the child's  
(35) thoughts. While she was talking about these things  
she had told her mother and was living in a certain kind  
of state where she was afraid to go to school and  
she thinks of these things. She is a little bit  
afraid of her mother and is afraid of her father.

(40) She was very much afraid of her mother.  
She had seen an illustration of her mother and she  
was very much afraid of her mother. She was afraid that  
they have come to get her.

I----- told us that she would rather play with other  
(45) children than be alone. She is very much afraid of  
any difficulty in getting along with her playmates.  
I am rather at a loss as to how to treat the mother  
brought out by this interview. But it seems to me that  
this little girl's fear of being kidnapped or hurt by

(50) other people can be overcome by getting her to see that



Report of first conference: Teacher 7

My conference with P----- age nine, was very interesting.

It was not difficult to get her to tell about herself.

She enjoyed herself very much and wanted to know when she could come again.

- (30) She told me that she wanted to be a teacher or a clerk in a grocery store. She mentioned no special reasons why she preferred these two occupations.

The stories of the Lindbergh and Mattson kidnappings have had a marked influence on this little girl's

- (35) thoughts. While she was in the second grade someone had told her that the man living in a certain brick house would catch little folks and cut their ears off. She thinks of these things when she is at home by herself and is afraid that some "robber" will come and get (40) her. She sees these things in her dreams.

She has seen an intoxicated man or two and she holds the same fears of these men. She often dreams that they have come to get her.

- P----- tells me that she would rather play with other (45) children than by herself. She does not seem to have any difficulty in getting along with her playmates.

I am rather at a loss to know how to treat the things brought out by this interview, but it seems to me that this little girl's fears of being kidnapped or hurt by

- (50) rough people can be overcome by getting her to see that

she has invented a notion or attitude toward these things, which in her case, are unreal, and thus be able to rid herself of these feelings of fright.

At our next meeting, I believe, we should go into her (55) fears and help her to formulate her problems clearly, (60) so that she can see them for herself and attempt to do something about them.

As we were leaving the clinic she told me of being afraid of snakes and dreaming about them. I will plan (60) to inquire more into this story.

(75) questions.

Significant material.

Motivation:

(80) not been effective. With her level of mental maturity,

(90) Summary:

Criticism of first conference: Teacher 7. 6/14/37

Mechanics of the conference:

- The child was seated where she faced the light. While this did not seem to bother her a great deal, it would have been better to seat her where she would not be
- (65) faced by it. The conference was a bit too formal, and the beginning might have frightened a less secure child. It would be well to use periods of complete silence when the child does not respond well, guiding the conversation slowly and deftly around to the things you wish to discuss,
- (70) rather than bringing them out bluntly. You cannot control what she will say, entirely, but you should concentrate upon interpreting what actually does come out. Attention to this should help you in developing a more conversational tone of voice, with less hesitation and rephrasing of
- (75) questions.

Significant material:

Motivation:

- The child evidently has a great desire to be first. Explanations of the need for less selfish behavior have
- (80) not been effective. With her level of mental maturity, This should be correctable. Family ideals of "pushing" are evident, should be put into proper orientation with the rest of life. Form of direct motivation at home is still uncertain.

(85) Security:



- Child still has some fears of the dark, which suggest that there may be some feeling of unworthiness upon the part of the child. Dreams are still fearful and suggest that she has covered up her former fears, rather than that
- (90) she has faced them. The overpowering desire to be first which she projects upon other children is also evidence of some lack of security. Fear of Lindbergh kidnapping suggests that she may have been scared as a disciplinary measure, or have felt guilty for participating in the
- (95) death wish of her parents toward the relative in the drugstore. Get more spontaneous expression, upon any subject. Do not use direct suggestions, but ask questions which can be answered in either way. Do not suggest the answer in the question. Find out, by very discreet methods,
- (100) how she gets along at home, which parent she prefers. This may not be discovered readily, in which case it must be passed over. Direct questions upon this subject should be avoided. Find out what methods of motivation have been used at home, and how she responds to them.
- (105) Let her explain the kidnapping fears to herself. Suggestions for treatment if no further conferences were held:
1. Encourage a rational analysis of fears, also of the necessity for "getting along" with others without fighting.
- (110) Teach the reality of the greater enjoyment in group activity, and show her that we must give up something in order to achieve it. Build up a sense of responsibility by giving more difficult and responsible tasks.

Report of second conference: Teacher 7.

(115) In my second conference with P----- some progress was made with regard to her desire to be "first". She intimated that it was just as much fun to be the maid as the "rich lady".

She lives with her grandmother, crippled or gassed uncle and her mother. She told me that she was sort (120) of afraid of her uncle and did not feel free to do as she wished when her grandmother was present.

She likes to play the piano or accordian but her mother insists that she should play the violin. She tells me that she practices because her mother "makes" (125) her.

She enjoys going to her aunts because there she is free to do many things which she is not permitted to do at home. P----- gets a lot of fun playing with children who are smaller than she. She would like to (130) be an actress or opera singer so that she could have lots of money with which to go traveling.

Through this conference I find that her desire to be first still appears. "Mother says that we must let her be first or she will have tantrums," she says of (135) her cousin, showing that her desire to be first is still present.

Her attitude toward living with her grandmother is not of the healthiest kind.

She likes to play with younger children because that  
 (140) gives her a chance to show them how to do things.

Her feelings that she can have more fun at her aunts  
 may be caused by the fact that the people about her  
 home do not take time to play with her. There are  
 signs that her mother is too ambitious for her.

(141) ...  
 This ...  
 have to be ...  
 to be ...  
 things ...  
 (142) ...  
 part, ...  
 only ...  
 of the ...  
 at the ...  
 (143) would ...  
 with ...  
 "Why ...  
 the ...  
 can ...  
 (144) ...  
 other ...  
 an ...



(Prepared after criticism)

(145) If this girl were in my school, I would see to it that she were included in games that required teamwork. This would prove to her that if she expected success, she would have to cooperate with the ones in her group; often forgetting her desires to be the most

(150) important one, for the good of the whole group.

This might also be done in the schoolroom. She would have to be taught that there are some things which have to be done first in order that we can have time for the things which we call fun. Giving her a part in our

(155) little class organizations, not the most important part, but a part involving some responsibility, might help her to see that she was a desired and vital part of the society in which she lives.

At our next conference I would like to find out why she  
(160) would rather play with younger children than those her own age.

(165) "Why is she afraid of being kidnapped?" There is also the conflict of her mother's desires with that of her own that should be understood.

(165) Can she be happy at home as at her aunts? Or some other things which might come up will throw some light on something which we want to know.

Criticism of second conference: Teacher 7. 6/16/37

Mechanics of the conference:

Mechanics of the conference were much better. The  
(170) teacher was alert and less hesitant, yet not tense.  
Questions were fairly well calculated to bring out  
significant material.

Significant material:

Likes aunt's place better than home. Feels that parent  
(175) and persons at home are too busy to help with her play.  
Practice on violin irregular. Child likes to show  
younger ones how to do things.

Suggestions for next conference:

These are questions to be answered by the conference,  
(180) not necessarily the ones to be asked of her. You will  
have to phrase questions so as to get at the material.

1. "Why does the child like to show younger ones how  
to do things?" Is it because she does not like to  
compete with children her own age? (Remember that she  
(185) complained at first that others wanted to be "first").  
Find out what underlies her feeling that she may be  
kidnapped. You might ask, "What do you suppose happens  
to people who are kidnapped?" If she says they are  
killed, ask "Always?" She may desire kidnapping in a  
(190) way, in order to escape something unpleasant at home.  
You might draw some analogy between folks who are  
kidnapped and folks who continually override the rights

of others.

2. Try to find out, as nearly as possible, the child's  
(195) true opinion of her mother. This will have to be  
approached delicately. "Do some grownups do things they  
shouldn't?" "Do you worry or fear someone you love will  
do something bad and be punished for it?" etc., can be  
used.

(200) 3. What are fantasies and daydreams about?

4. Does the child sometimes feel that she is an outsider  
at home? Why? These questions offer some alternatives  
as to information to be gained. If you cannot get  
information from one, you should be able to learn something

(205) from another.

Suggestions for treatment, on the basis of conferences  
held so far:

Be sure to make her feel that she is a wanted and a  
needed part of the school life. (This seems more important  
(210) since the last conference). In building up responsibility  
as per last report, teach the value of regular routine  
in simplifying tasks and saving time for fun.



Criticism of third conference: Teacher 7. 6/19/37

Mechanics of the conference:

- (215) Tension started creeping in again as an effort was made to direct the conversation more closely. In the initial questions, you might have been less blunt, saying something like this: "When you have nothing else to do, but just sit and daydream, what do you dream about?" Although the child did not seem upset, she probably felt
- (220) a bit uneasy at so much questioning which called for direct self-criticism. One might get away from this partially by asking for general ideas about what children should do. "If you were thinking of a girl who was everything she ought to be, what would she be like?"
- (225) The direct self-criticism can come later, after she has gotten used to talking more freely. The fact that you had to wait until the conference was nearly over to get free catharsis on feelings of jealousy concerning other children indicates to you something of the patience
- (230) required in work of this sort.
- It would be better to get at such a subject as fears of being kidnapped without bringing up a reference to the previous conversation. Without saying, "Do you remember telling me?" Simply start discussing kidnapping
- (235) in general. Then without probing too much on this particular subject, try to find out whether she mistrusts most people, or just a few, and what part

these untrustworthy people play in the world, according to her views.

(240) Significant material:

Whether or not the other girl with whom she play is selfish is not important. The important thing is that this girl takes her selfishness seriously, and furthermore, that she still plays with her, getting some

(245) satisfaction from quarreling, rather than going out and finding congenial companions. What does this do for the child? A fairly definite wish to smother the other little girl came out in her fantasies.

A very definite feeling of jealousy of those who have

(250) more than she. A feeling that good conduct is merely a detour to what is wanted. An attitude of combat between mother and self, in which she refuses to participate rather than be dominated and forced to eat what she doesn't like.

(255) Suggestions for next conference:

Encourage more talk about jealousy of other girl, not by direct questioning, but by bringing up the subject of play with discussion. Do not stress the idea of getting what is wanted through detour of doing what

(260) is right, but in getting her to realize that there is more fun in learning to get along with people than in maneuvering them or indulging in self-pity. This may

not be accomplished for quite some time, and care must  
be used to keep from making the child feel too self-  
(265) conscious. Bring out longings for revenge and disap-  
pointments when others have gotten the best of her.  
Some such question as: "Most of us have wanted to get  
(270) even with someone." "Tell me of some time when you  
wanted to get even with someone." After narrative of  
(270) events, "How did you feel? What did you want to do?"



Criticism of fourth conference: Teacher 7. 6/21/37

Mechanics of the conference:

Probably the most important rule for holding conferences with a child or other person is this: The teacher should never be caught without an adequate explanation. When (275) the child discovered the examiner, there could be no stalling. Some sort of answer such as the following might have been given if it were put forward confidently and without delay. "Yes, there is a man in there. He (280) works in there, and won't bother us. He has to work in there at this hour every day, but he will be interested in his work, and won't pay any attention to what we're doing.

Significant material:

(285) Further corroboration of the idea that this child finds more security in ineffective associates than in even-up give-and-take with equals is found in the fact that she seemed to get a great deal of satisfaction from the story where the hero was triumphant and the pirates "just stood there."

(290) The scenes from movies, especially the "big dance on a ship" might have been followed for the character of interest in grown-up entertainments. Does the child have a rabid appetite for details of grown-up's sex life? One might question concerning what married (295) people do, what it means to have a sweetheart, etc.

The child's verbose boasting about her superiority to others who were either mean, or dumb, etc. suggests that she is making up for some felt inadequacy by overcompensation and by much the same mechanism as is (300) used by some religious fanatics in "praying their enemies out of existence." At present it seems that there is little opportunity to show up this mechanism as imperfect and impractical, but the information gained should be useful in interpreting the child's behavior (305) on a schoolground or in a classroom. A playground problem in which the mechanism had not served too well, or a disappointment in which the child felt the need for reorganizing her methods of getting along might furnish conditions for a reorientation toward life. A (310) great part of the satisfaction from conferences seems to be that she can verbalize her conflicts and shift the blame from herself to others there.

Treatment for the present would be directed toward keeping her in competition which would make her present (315) mechanisms ineffective. She should not be allowed to play with younger or smaller children, and for the sake of everyone they should be protected from her. At the same time, the child should not be allowed to think she is friendless, else she would make up (320) more vicious mechanisms when these fail. Discipline should be impersonal. She should not be allowed to

take the law into her own hands. A friendly interest at all times should encourage the child to feel free to tell her real worries, however. When tales are

- (325) borne, one should be sure to explain the others viewpoint, since she has never shown any disposition to understand how others feel. This may be a defect in her home training, and should be remediable at school. If a problem is presented, the child should have
- (330) opportunity for catharsis, with help to keep from projecting her troubles upon others.



PERSONAL DATA

Name Teacher 8 Sex Female Age 28  
Number of years teaching experience 9  
Number of college hours in methods courses 6 or 9  
Number of college hours in practice teaching or  
(5) teachers' training 0. Do you like teaching? yes  
If you have not taught, do you expect to enter teaching as a profession? \_\_\_\_\_

Description of case

This girl of eight presented a picture, in the outer offices, of a very sophisticated lady indeed. In conference she seemed at first bored, later infantile.  
(10) Her speech progressed from a sophisticated pronunciation with obvious choice of "adult" words to a garbled childish whine during the conferences held with her.  
There was some tendency to identify with adults, probably her mother, in her manner of doing her hair, her  
(15) interest in dress design, and in cooking. This was particularly apparent at first. Later the trend was toward bewilderment and loneliness, with some expression of inadequacy in competitive play.

Report of first conference: Teacher 8.

- (20) M----- is very easy to talk with. She is interested in a number of things. She said that she likes to cook when her mother isn't in the kitchen. She likes to collect things - many kinds of paper dolls. (She told about paper dolls she has of many countries.) She
- (25) likes to design things - dresses, furniture and rugs. She wants to become a nurse because she likes to take care of dogs and cats if they get a scratch or sticker. She later said that her mother had been a nurse, however that didn't influence her desire to become one,
- (30) she said. She likes to take care of little babies. She doesn't like to be "it" in games. She usually manages not to be or if she is she hurries and catches someone.
- She doesn't like school because it is "too tiresome"
- (35) and she "Doesn't like it". She likes to read books and can read books of the fifth grade level. (She is a third grade child).
- There is one little girl she plays with. They play with paper dolls. She mentioned another girl with
- (40) whom she plays some but evidently they do not play with each other very much.
- She is not afraid of the dark and goes to bed alone. She dreams but very little and it is usually of her dolls or ladies like her dolls.

(45) Significant things discovered: *Angry for dolls*

I think she is selfish and quite shy. She seems very self-conscious. I think she resents authority. She is quite independent - that is she does things her own way.

(50) She doesn't seem to have any fear of the dark. She doesn't care much for friends. She seemed very resentful toward the fact that her mother could not find her doll clothes she had put away before their trip.

She doesn't seem to be too orderly in care of her

(55) dolls - for she mentioned she would show them to me if she could find them. (That may be an attitude she has developed - it may be due to lack of neatness trained in the home.)

Her dislike for school may also be an attitude or it

(60) may be that she can't get the things in which she is interested. Her desire to be a nurse wasn't well founded.

Plans for the next conference:

To question further her dislike for school, her rela-

(65) tion with her friends. Her desire to be a nurse, her likes and dislikes in reading material and her hobbies.

How I would treat the child:

If I had M----- in my school, I would try to get her to feel a part of our school system by contributing some-

(70) thing for its betterment. Through the desire she seems



to have in design she might make dresses for dolls  
others would make. Some children might make a doll  
house and she could help design the furniture.

In games on the playground she would be encouraged to  
(75) take an active part. I don't believe that force should  
be used, but by encouragement she may be helped very  
much. However, she must learn to take and not feel  
(80) everything is boresome.

Criticism of first conference: Teacher 8. 6/16/37

Mechanics of the conference:

- (80) The teacher's attitude was well controlled and relaxed, and report between the child and teacher was good. The session tended to be too much general conversation, however. It is probable that the teacher could guide conversation to significant topics more. The didactic (85) remarks about the need of school were well used.

Significant material:

In this conference, more could be gained from the child's general appearance and attitude than from anything she said. There seems to be quite a bit of mother-

- (90) identification, as evidenced by the matronly hairdress and interest in clothes. Her interest in nursing seems superficial, although it may be fairly deeply founded. This should be explored. One would suspect that there is more sex-curiosity in it than desire to be helpful (95) to others. The child's "tiredness" with school suggests that this is a reflection of a parental attitude of scoffing and superiority. This should be investigated. Perhaps the child's program is not fitted with her needs; perhaps she would like to be (100) interested and enthusiastic, but fears that this would not fit well in the parental picture of life. The fact that she makes patterns for her doll-dresses indicates that there may be a great deal of "training"

at home, so that the child loses spontaniety, or it  
(105) may indicate that she identifies very closely with  
her mother. It would seem that her security has been  
(110) in ready-made things, rather than in activity or  
schievement.

Suggestions for next conference:

- (110) Explore disappointments, fears, reactions to parental  
love. Questions cannot be too direct, but should get  
(115) to the right material. You might say, "Tell me about  
the times when you were disappointed." "Everyone has  
daydreams sometimes, tell me one of yours." "Go ahead,  
(115) I won't think it's silly."

Treatment suggested from this conference:

- (115) Child probably needs more rough-and-rumble with other  
children, and in appreciation of her own ability to  
achieve. The "when I grow up" ambitions should be  
(120) tied with school activity. This should either motivate  
school work, or break up fantasy connected with  
(125) ambitions. Her progress in being assimilated into  
play groups should be watched carefully, but care  
should be taken not to give excess personal attention  
(125) to her. She may mingle well with others, however,  
but it seems probable that she would be either introverted  
or "choosy" in her associates.



Notes - first conference: Teacher 8.

Mechanics of the conference:

Good.

(130) Questions should be more exploratory.

Didactic part fairly well used.

Child wants to be a nurse

Likes to wrap up dog's hurts

Helps when grandma is sick,

(135) also when a neighbor lady  
was ill

(140) Likes to cook.

Motivation:

Likes things nice.

(140) School is tiresome.

Child doesn't introspect much as to likes and dislikes  
etc.

Systematic - makes patterns for doll-dresses, though  
she can't find doll clothes; this suggests absorption

(145) by the mother.

All these point to  
mother-identification

Criticism of second conference: Teacher 8. 6/19/37

Mechanics of the conference:

Mechanics were fairly adequate. There was some tendency to touch upon one subject and completely exhaust it, rather than to look for an underlying motive and follow (150) it through different activities.

For example, there was a great deal of asking about all things the girl pretended. When she suggested pretending that she was mother or nurse, instead of following the idea of pretending it might have been (155) wise to follow the idea of being mother for awhile. Then when responses to this became too artificial, more of pretending games could be followed up.

Significant material:

The child brought out and faced some of the qualifications (160) for adult life, such as the things a nurse has to learn, and the things she has to do. It would be well to bring this down systematically, in future conferences, until she faces the things which a girl her age must do in order to face life successfully.

(165) Suggestions for next conference:

Search out disappointments, also feelings of impatience, start discussion of plans, and if they are for far-off future, begin bringing them down to the present day and its problems. Encourage admission of fault if a (170) situation comes up which warrants it.

Notes - second conference: Teacher 8.

Doesn't like to write themes over.

(Speaks of it as an excuse although she has never had to do it.)

Fantasy about.

(175) Quite a great deal of expressions of qualifications for nurse by child.



Criticism of third conference: Teacher 8. 6/22/37

Mechanics of the conference:

Mechanics were fairly good. There was a bit too much harping upon one theme. When the child could not express

(180) her feelings of anger well, the thing to do was to leave this subject and work around to it a little later. The talk about what one would rather do was a bit too general. It would be better to get out incidents which have happened, or dramatization, or daydreams.

(185) Significant material:

As the child has dropped her "company front", her speech has become less precise and more whining and infantile.

Quite a strong antipathy toward taking the worst of  
(190) things were uncovered. Judging from the amount of material with which she supplemented her feelings of this character.

Suggestions for next conference:

Without the pressure of a definite problem, it is  
(195) doubtful if a great deal more of significance will be brought out. Everyday actions can be fairly well interpreted in terms of the mechanisms which have already been discovered.

### PERSONAL DATA

Name Teacher 9 Sex Male Age 22

Number of years teaching experience none

Number of college hours in methods courses none

Number of college hours in practice teaching or teachers'

(5) training none. Do you like teaching? \_\_\_\_\_

If you have not taught, do you expect to enter teaching  
as a profession? No

### Description of Case

This boy was an active lad of eleven years, the son of a  
dentist. He was not a good subject for a cathartic

(10) conference, since he was neither greatly dissatisfied  
with his status in child society nor disposed to examine  
his own life for conflicts. He displayed some curiosity  
concerning apparatus in the room during the first conference.

In the second conference, his interest lay almost entirely

(15) in getting outside and into some other activity.

Report on first conference: Teacher 9.

- I held a conference with J----- June the 21st. The conference was started by asking him to tell me what he liked to do. He said that he liked to fish, play basketball, go on hikes, and go swimming. He seemed to (20) like school all right but liked art the best. He didn't know why he liked it better than he did the other subjects. He said that he made the best grades in music. He has been taking lessons on the piano but didn't like to practice very well.
- (25) When he mentioned school to me he said that there was one boy that he didn't like. It seems that this particular boy puts himself at the head of everything and more or less causes a bitter feeling between himself and the other boys. J----- didn't like him because he did make (30) himself first. There seemed to be no other person that he didn't like. There was a hint that he would just a little rather play with adults rather than with boys his own age. He said that he enjoyed playing with his father. He said that he didn't know what he wanted to do when he (35) grew up, but he was sure that he didn't want to be a dentist.



Criticism of first conference: Teacher 9. 6/21/37

Mechanics of the conference:

The teacher was a bit too informal in position and attack, though this is much to be preferred to a stiff and formal (40) approach. The question at the first, "I want you to tell me about yourself" was a bit too blunt, and the child might not understand it. One might better start with, "What things do you like to do?" If there is a definite problem, such as a conduct problem, it is necessary to (45) begin with this. In a "get-acquainted-interview," you may start with his interests, and guide his conversation so that you find out about his "self" incidently. When the child begins to settle in his surroundings, so that he does not exhibit evidence of a great deal of fear or (50) curiosity, one should begin to frame the conversation so that vital topics are touched. Among these, in addition to interests and play, you should touch upon dreams, daydreams, ambitions, disappointments, and embarrassments. Of course, you will have to translate these into terms (55) which the child can understand.

Significant material:

Although the feeling toward the other boy, seeming to be one of jealousy, probably arose out of the other boy's fault, it is of importance. Your inquiry should be directed (60) toward finding why this jealousy is so important in his life. Why does the child feel this way? Is it because

he cannot compete on even terms? You might ask such a question as, "Does it spoil the fun when this boy doesn't play?" How do you treat him when he's jealous?" Another (65) significant point which might have been followed up was the child's reference to the picnic to which he was not invited. You might ask, "How did you feel?" Since the conference is past, however, you might approach the general idea of being left out. Some such question as this might (70) be used. "Do you feel sometimes as though the other boys have left you out of their play?" Have you ever felt badly because you didn't get to do something you wanted to?" How did it make you feel?" "What do you usually do when you feel like this?" The object of this (75) is to find out whether he indulges in fantasy, finds another play group, or goes to mother or some adult for comfort.

Suggestions for next conference:

Look for significant leads as to feelings of inadequacy (80) or inferiority. Find sources of comfort, and sources of disappointment.

Treatment of case, from acquaintance now gained:

Check up on feelings of inadequacy, and keep in competition in which he may gain free expression. Watch for (85) compensations and mechanisms which may alienate the other children from him, and confer with him concerning them, being careful not to discourage him or burden him with guilt.

Report of second conference: Teacher 9.

The second conference with J----- was held Saturday.

- (90) Nothing significant was revealed. The boy seemed to be well balanced with no difficult problems facing him. Anger, fear, dreams, daydreams, etc. were all brought up in the conferences. He had had dreams but he could not recall many of them. There seemed to be nothing of (95) which he was afraid. He seldom becomes angry and when he does it only lasts for a short time.

However, the boy might have revealed something of importance had he not been so anxious to leave the conference. His main question was "when do we get out?"



Criticism of second conference: Teacher 9.

(100) Since the child was so definitely anxious to get into other activity, the teacher did well to recognize the situation and dismiss the conference.

### PERSONAL DATA

Name Teacher 10 Sex Female Age 22

Number of years teaching experience 2

Number of college hours in methods courses 5

Number of college hours in practice teaching or teacher's

(5) training 4. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

### Description of Case

This child needs no characterization beyond what is given  
in the teacher's reports and criticisms. She talked quite  
(10) openly and seemed to enjoy the procedure.

Narrative description of conference. Teacher 10.

On entering the conference room R----- sat down on one of the chairs and she seemed quite willing to begin to talk. She is nine years old and in the fifth grade.

She attends the campus school most every summer. She  
(15) seems to like school. She was so thrilled about some of the things they were doing at school. She told me of the various things they were doing.

I asked her to tell me about herself. She replied that she hardly knew what to say. Then I suggested that she  
(20) tell me about what she liked to do, her friends, her play, etc. After this she began by telling first of all that she played the violin and that when she grew up she wanted to be a musician and write musical compositions. She has already written a small one.

(25) She doesn't care to play the piano but cares most for her violin. R----- cares a great lot for art work also. She would like to use art for a hobby mostly.

R----- has a number of friends. She has one friend that plays a great lot with her. This friend has two baby  
(30) brothers, and they get to watch them. She likes to play with her dolls a lot. Another thing she enjoys is to work in her father's store. She enjoys waiting on customers, but dislikes washing dishes. She told me she washed dishes at home. She probably doesn't  
(35) care to do them is the reason why she dislikes doing



them at the store.

R----- told some about her family, she has two sisters and one brother. She is next to the youngest. She seems to think a great deal of her brother and sisters.

(40) Our conference lasted twenty minutes. She seemed quite anxious to come back. On closing she asked if we could have another one and when.

The most significant things revealed were what she wanted to be when she grew up, and her work at home and school.

(45) She might have revealed her ambition because she realizes that being a musician is quite a recognizable talent. Perhaps she wants people to know that she has a high ambition.

Find out what she would do if she couldn't be a musician  
(50) when she grew up so I will know whether her ambition is a real true one.

Ask about enemies. See if she gets along well with her friends. Why she has enemies, if she does have.

Find more about her role she plays at home and about her  
(55) fears. I would like to do this in a way so as not to suggest fear.

I think it would be wise to see if she dislikes other school subjects since she talked so much about music and art. If she does, we should try to stress the importance  
(60) of other subjects along with music and art. Show her she must have these other subjects.

Criticism of first conference: Teacher 10. 6/22/37

Mechanics of the conference:

Mechanics were fair. The child was comfortable and talked freely. After acquaintance had been established,

(65) however, it is probable that you could have gotten down to more significant material, such as dreams and desires, and the character of the satisfaction gained from various pursuits.

Two openings, and probably others, might have been

(70) followed up for significant material. These two were:

The child spoke of drawing a picture of herself when she was grown. The child might have been let to tell more in detail about what sort of person that would be. The child spoke of a mother dying in a story. Exploration

(75) could easily have been made into the child's idea of mother, whether or not she ever feared her mother's death, or her own, etc.

Suggestions for next conference:

Preserve the spontaneous character of child's expressions

(80) insofar as is possible, but direct conversation to dreams, ambitions, stories, feelings, and disappointments.

Suggestions for treatment:

No very definite suggestions may be made from this interview. Obviously, the child should have a great deal

(85) of opportunity for expressive activity which has a real product, such as a song, a piece of instrumental music, or a picture, in order to keep fantasy from becoming a haven.

Notes - first conference: Teacher 10. 10.

Stubbornness seems dominant in the conversation.

Child has to take her books home.

- (90) Questions should seek source of this pressure, also response to it.



Report of second conference: Teacher 10.

- After we became situated in the conference room, we began our talk with a question. I asked R----- about the picture she had drawn of herself at school the
- (95) other day. I questioned her as to the particulars of the picture. She replied that she wanted to be a person whom friends would respect or think a lot of, also, she would never want to do anything that people wouldn't approve of.
- (100) She expressed more of a desire to become an artist at this conference, while at the first one she wanted to be a musician. Children, of course, are very changeable especially when quite young. She seemed yesterday to express quite a liking for school work, but at this
- (105) conference, she stated quite frankly that she did not like school. Because she would rather play or practice some music. This may be because she spends both winter and summer in school. I think she would like a change. R----- feels quite happy with her friends and would
- (110) like to make them more happy by letting them ride her pony, if she had one. She would like very much to have a pony for a pet. She would want a pony because she would like to be a cowgirl. She expressed a desire to own a ranch and have lots of horses and ponies. She
- (115) likes to see cowboy picture shows. Presumably she lives in quite a fanciful world.

R----- told of a dream where she was a rich girl  
owning a pony. The pony's name was Spanky. She  
would also want her real pony's name to be Spanky  
(120) because Shirley Temple has a pony by that same name.

R----- probably would like to be like Shirley Temple.

R----- gave several incidents of stubbornness for  
example, the incident of bad one hour. She probably  
is a little spoiled and thinks this may help to solve  
(125) some of her little problems, especially in obtaining  
her own way.

Criticism of second conference: Teacher 10. 6/24/37

Mechanics of the conference:

Mechanics were quite good. There was a little too much of suggestion of answers, and a person might have directed (130) the conversation toward more significant trends in some cases. A few openings, with suggested follow-up are listed: "I made a mistake". This might be followed to see how serious it is to make a mistake, what kind of mistakes are most serious, etc. When the child spoke (135) of the ranch, etc. one might ask when she dreamed most of ranches, although this might not uncover any trend as to what the fantasies of ranches did to her. In the matter of the stubborn pony, one might ask, "When are people stubborn?" or "What do we want when (140) we are stubborn?"

Significant material:

The idea of stubbornness, which was brought up repeatedly, suggests that the child is frustrated in some way, and that she is not able at present to adjust her satisfactions (145) to the demands of her elders or others. It would be well to find out whether children her own age frustrate her, or whether it is her parents or teachers who make her feel that she has to be stubborn.

Suggestions for next conference:

(150) Discuss the nature of a stubborn person. Ask her what kind of folk they are, and what it is that they need



which they are not getting. Lead her to discover that if we want the same things that others do, we will not feel stubborn.

- (155) There may be some good reason why she does not enjoy doing just what she is expected to do. This should be considered if further conferences were to be held; also it should be considered in treating her.

From her shifting fields of interest from one topic (160) to another it seems that one might expect something of difficulty in establishing a long interest span. Possible reasons for this should be investigated.

### PERSONAL DATA

Name Teacher 11 Sex Female Age 27

Number of years teaching experience 7

Number of college hours in methods courses 5

Number of college hours in practice teaching or teachers'

(5) training None. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

### Description of Case

This child responded with definite cooperativeness. She  
expressed some fears and worries, but seemed able to  
(10) admit and own them. The last session was somewhat  
didactic, but the procedure used was one in which the  
formulations and decisions were left to the child. A  
more leisurely process might have been used so as to  
give the child's rationally supported confidence a  
(15) broader base.

Narrative description of conference. Teacher 11.

I met D----- for the first time in the forenoon at training school. Then in the afternoon, we visited for about 30 minutes. In this visit she told me about her work in training school and a little concerning her home (20) life. She seems to be interested in school life and likes to do for others. At our conference she was asked questions from which I wanted to bring out her attitude on her play life, on her attitude toward money or economic business, on responsibility of tasks and on (25) her leadership.

D----- said that she would like to become a nurse and from her conversation I gathered that she is making others happy. The giving of gifts to the poor at Christmas seemed to have a significant meaning to her, (30) too.

She does not seem to get emotionally unstirred as she just felt a little funny when she was lost.

I would say that she is probably a better follower than leader. At least she didn't get along so well with (35) other playmates when she selected the games. This might suggest that she can not organize a group. She enjoys playing whatever they want to play. She does not like to play alone.

Her only worry seemed to be the fear or worry concerning (40) debts. This may be caused by the worry of her parents

or perhaps they have impressed upon the necessity of thriftiness.

at our next meeting I would like to find out if she is a better leader or follower, and perhaps find out if

(45) economic conditions are really worrying her.

In teaching D----- I would be careful to show her how to budget but I would not stress it so much that it would cause her to feel too much of a responsibility, especially concerning the family budget.

(50) I would try to encourage her in leadership, at least along the line which she is interested, as being first aid nurse or supervisor for her classmates.



Criticism of first conference: Teacher 11. 6/16/37

Mechanics of the conference:

Conversational attitude was good, the teacher was well

(55) relaxed. Many of the questions brought out censored material, rather than true expression, however. The question about finding a dollar, for instance called for an answer approved by society, rather than a direct expression of the child's wishes.

(60) Significant material:

The ideas of extreme happiness, of giving to the poor, and still of absorbing a great deal of parental worry suggest that one should look for a complex of danger of losing parental love. Such questions as "what does

(65) it mean to be in debt?" or "Have you ever dreamed that you were some other little girl, and not your papa's and mama's?" or "Do you ever feel that you have done something that might make papa or mama angry?" Use the word "mad" for angry if the girl does not under-

(70) stand. Her desire to help others may be quite normal, or it may be expiation for feelings of guilt. The two answers to finding the dollar suggest that her first impulse would be to spend it, but after conflict she would have to advertise it on the bulletin board.

(75) While this is quite natural, it suggests further investigation concerning conflict between wishes and "oughts".

Suggestions for next conference:

Use questions which will help to uncover the material  
(80) suggested above. Do not pry away too much, but guide  
the conversation so as to reveal some of these things.  
By expiation is meant a feeling that one has to make  
up for wrong-doing of the past. You should see if  
there is any tendency to use this mechanism. It would  
(85) also be well to find out the structure of daydreams,  
and to find out whether or not she has broader ideas  
of happiness than those of relieving pain or poorness  
in others in receiving gifts for herself.

Treatment of child from acquaintance gained in this  
(90) conference:

Use a great deal of expressive activity, hand work with  
clay or something of this sort, avoiding opportunities  
for emotional excess. Avoid any motivation by upsetting  
security. This child probably worries a great deal,  
(95) and needs to be in an atmosphere of quietly assured  
security. The expressive activity with clay or other  
materials should satisfy her emotional longings, yet  
make expression concrete enough to keep away from too  
much fantasy.

Notes - first conference: Teacher 11.

(100) "Are you sometimes very happy?"

"At Christmas!"

Mother gives to poor.

"It makes me feel happy!"

"I like to get happy!"

(105) "What would you do if you found a dollar?"

Hesitation - "Post a notice on the bulletin board."

Child worries about debts.

Child likes to help mother.

"Do you like to play?"

(110) "What do you do in Hays that you don't do at home?"

"What would you do if you were angry?"

Child would like to be a nurse in order to help people.

Spanks doll for running away.

Feeling of guilt.

(115) More of self than of resentment under punishment.

Spanking is punishment, not correction.

Too intensive of probing not to end with reassurance.

Criticism of second conference: Teacher 11. 6/19/37

Mechanics of the conference:

Quite fair. There was a bit too much of digging by

(120) direct question in this conference, considering this child. If fantasies can be brought out, it will not take too much of direct attack to get at the significant things.

Significant material:

(125) Fantasy of being the child of other parents came out.

It would have been well to suggest some characteristics of the other parents, and ask for her approval, in order to get her started to describing the scenes.

"Were they poor folk?" "Were they very great and

(130) noble?" might be used.

In the matter of not being able to pay debts, you might have followed up the lead presented by asking

"What kind of people are those to whom we owe debts?"

"Will they harm us if we cannot pay?"

(135) In reaction to punishment, there seems to be a feeling of self-punishment and self-condemnation, rather than resentment. This suggests feelings of inadequacy. One might ask, "Do you sometimes feel that you will not be able to do the things others will expect of you?" "Tell

(140) me about some time when you failed to do as well as you should." "Are you sometimes afraid that you will never be able to grow up and act like grown people?"



Suggestions for next conference:

Investigate feelings of inadequacy. Start building a  
(145) different attitude toward owing. The final goal should  
be to make the child feel that one's responsibility is  
to do his best, not to meet some arbitrary goal. Also  
she should see that those we owe only expect us to  
work systematically and deal honestly. When we have  
(150) done that we need not fear. This cannot be suggested  
too dogmatically, but must be brought out as the child's  
present views are formulated.

Criticism of third conference: Teacher 11. 6/24/37

Mechanics of the conference:

The mechanics of the conference were very good. The  
(155) session was intended to be didactic, but the development of the argument was left pretty much to the child.

Significant material:

The child is able to rationalize her feelings of fear  
(160) about debts, and can probably make her grasp of the situation more strong when she is confronted with a more intense problem.

Suggestions for treatment:

If this idea of being unable to pay persists, the  
(165) teacher can see to it that the child's projects are of such nature that she will not fail in them after a systematic effort. It is important that projects involving adjustment to others, such as projects in play, be considered as well as the assigned tasks of  
(170) the schoolroom. Many children are adequate in the academic field, but inadequate in social situations. If the support of the teacher is given to keep the child from feeling too inadequate in social situations, it should be withdrawn cautiously, perhaps over a  
(175) period of a year or two, until the child can "hold her own" in play with others. This is simply an illustration, however, as there is no direct evidence that the child

is inadequate in play. The same general scheme would  
apply to any situation in which the child felt herself  
(180) inadequate.

PERSONAL DATA

Name Teacher 12 Sex Male Age 36

Number of years teaching experience 1

Number of college hours in method courses 2

Number of college hours in practice teaching or teachers'

(5) training 6. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_



Report of first conference: Teacher 12

- The conversation was opened in a common place manner asking about his life at Camp Lewis. "We play base-
- (10) ball and marbles", "We don't have many playmates." He also described a turtle which a fisherman had caught near his home in such a way as to lead one that he was a lover of nature and understood some of its laws. He described his home town school fully with little emotion,
- (15) and discussed some of the better students of his class. I would say that the child is not entirely adjusted to life at Lewis Camp, that he is a bit lonesome there in his playing hours. This may be explained in two ways, one being that he has lived there only a short time and
- (20) perhaps is not thoroughly acquainted as yet, or that there are not enough boys or playground equipment in his environment. Perhaps his mother senses the danger of drowning in the creek and keeps him under her care too much. He seems to get along well with people.
- (25) Seems to be a normal intelligent child adjusting himself to a new environment. The conversation was not well controlled and it wandered from one topic to another. Should this be controlled and if so how? With my knowledge and experience I find no problem in the child.
- (30) In the next conference I hope to get better acquainted with the child, and more control over the line of conversation.

Criticism of first conference: Teacher 12. 6/16/37

Mechanics of the conference:

Mechanics were fair. The teacher was well relaxed, the  
(35) child seated in a comfortable position. Conversation  
was quite spontaneous. In the case of a child who was  
so obviously at home, however, questioning could have  
been more direct, I believe. Ambitions, dreams, and  
the reasons behind them could have been explored. Fears  
(40) of the child, and things which he dislikes could probably  
have been touched. The procedure was conversative,  
however, and makes not at all a bad start at getting  
acquainted with the child. A more definite systematization  
of what is wanted from the child might be effective in  
(45) making your conference more to the point although you  
do not want it to be too formal.

Significant material:

Motivation:

Motivation seems to be natural. The child seems to be  
(50) curious about the things he studies, and seems to know  
a great deal about his environment. His criticism of  
his playmates is probably not too severe.

Security:

Little that could be interpreted as bearing upon his  
(55) security was presented. His general appearance and  
his attitude toward playmates indicates, however, that  
in general he is quite secure on the playground and at

school.

Suggestions for next conference:

- (60) Try to find out what gives him most emotional security.

Continue to be relaxed, and keep conversation going, but try to guide it toward his ambitions, fears, and satisfactions. Do not make questions too direct in doing this, however.

- (65) Treatment indicated from the present conference:

Probably the regular schoolroom work is interesting, but one would be wise to check mental ability to see if it would not be wise to use some projects involving harder thinking than is expected of children of his grade.

- (70) Processes underlying ordinary things and activities suggest themselves. Elementary work in comparative anatomy might be interesting, as suggested by the child's interest in the anatomy of the turtle. Since the child is probably quite a leader, it would be well
- (75) to consider teaching him something of right and wrong attitudes in leadership, and something of a leader's responsibility.

Notes - first conference: Teacher 12.

Teacher relaxed.

Child curious and asking questions about the arrange-  
(80) ment of rooms.

Both examine wires in floor and scales.

Child - I must have lost 5 pounds.

Did you drink milk?

"I want you to tell about yourself."

(85) "Sometimes I'm mad; sometimes I'm not."

Child knows how to make jars by blowing glass.

Plays marbles - ball - throws stones in creek.

Caught turtles and knows their anatomy.

Keenly alert and logical.

(90) Doing school work this summer.

Admires strength and fighting ability - talks of fights  
at school.

Knows graphic representation.

Criticizes abilities of playmates - probably makes

(95) direct comparisons.



PERSONAL DATA

Name Teacher 13 Sex Female Age 18

Number of years teaching experience None

Number of college hours in methods courses None

Number of college hours in practice teaching or teachers'

(5) training None. Do you like teaching? No

If you have not taught, do you expect to enter teaching

as a profession? No

Criticism of first conference: Teacher 13. 6/21/37

Mechanics of the conference:

Mechanics of the conference were quite good. There was

- (10) a bit too much of suggestion of answers to the child, though there is little danger of this in the case of a child with such a dominant personality. With a weaker personality, the temptation to suggest answers might be greater; the danger of misinterpretation from this would
- (15) be greater, also. The general tone of conversation was good; significant material was in general well followed up without creating the impression that a direct probe was going on.

Significant material:

- (20) The personality seems to be quite dominant over playmates of the same age; but there seems to be no great resentment to this, except from perhaps one boy. (Knowing the other one, you can understand this). There seemed to be no dearth of interests, though a thread of exhibitionism
- (25) or of a power-complex ran through all them.

The slight stage-fright at piano playing will bear some investigation. One might follow it with questions designed to bring out just what the boy thought of piano-playing, and what it could do for him. The

- (30) chances are that there is some conflict between the pleasure gained from showing others what he can do, and that idea that perhaps piano-playing is a bit "sissy"

after all. To expect the child to admit this last, however, would be a bit too much.

- (35) Some points which might be followed more thoroughly are these: Child's ambition to be a scientist. This might well be connected with an idea of mysterious influence, and that science would give him a mysterious power over others. This can be de-bunked by asking him to learn
- (40) something of the scientific method, and getting him to tell you. The fantastic account of getting just what he wanted. (Holding up the town, etc.) This might be followed to see how much the child dwells in this sort of fantasy, and how seriously he takes it. How large
- (45) will he allow his gang to become? Will he ever think of those who lose, as well as his gang, who win? The account of the boy who beats up his little brother.. This might be followed up to see how much responsibility he exercises toward both the little brother and the
- (50) other boy. You might ask, "How do you handle him? Do you think that's the best way?"

Suggestions for further conferences:

Further conferences will not be likely to be effective unless some problem puts more pressure behind the

- (55) catharsis.

Treatment:

Some opportunity to show off good work should be given, but the child could be helped to expand the limits of

his loyalty by giving him good sized responsibilities  
(60) which would be to all the children in his school, rather  
than just to his gang.



Notes - first conference: Teacher 13.

A very dominant personality.

An ambition to be a cartoonist or to design planes;  
maybe he'd rather be an architect.

(65) Very little exploration, no hint of recognition of  
significant material.

PERSONAL DATA

Name Teacher 14 Sex Female Age 48

Number of years teaching experience 16

Number of college hours in methods courses 8

Number of college hours in practice teaching or teachers'

(5) training \_\_\_\_\_. Do you like teaching? Yes

If you have not taught, do you expect to enter teaching  
as a profession? \_\_\_\_\_

Report of first conference: Teacher 14.

The conference was held in the clinic room. The room itself rather surprised D----- as we entered. She

(10) glanced about hurriedly and sized up the situation with but little temerity. I suggested that we use the chairs just as they were about the table and we were seated.

The conversation was opened with the statement that I was interested and followed with the suggestion that

(15) she tell me about herself. She responded immediately by telling what she liked to do, what "hobbies" she cared for, and what her general diversions were.

The next questions were regarding a girl who had come with D----- to see me the previous Sunday. Is this girl a

(20) chum of yours? Why do you like her? Why does she like you? Why did you choose her for a friend? Her answers showed me that she liked her because they had so much in common, indulged in the same "hobbies", and cared for the same things. She stressed the point that the girl was a

(25) good sport and clever, and that they liked group activities and oftentimes a third girl "chummed" with them and all three were real congenial.

What particular hobby do you like best and why? She said, "scrap-book making", and proceeded to tell how they did

(30) the making of the book, the selecting of pictures, etc.

"Of the pictures you select for your scrap-book, which ones appeal to you most and why?" It developed that she

liked best the ones of dancing girls and dogs - dancing girls in particular because she said she was interested

(35) in dancing as it was fun and showed gracefulness and was rhythmical. She said she loved to practice tap dancing and had taken several lessons.

When asked what she wanted to be when she was grown, she said her ambition was to be a dancing girl, not a

(40) medic professional as her mother so much desired. She said she didn't know what else to be as she wouldn't be a school teacher even though she knew she could be. This made me wonder about her attitudes toward school work so I asked, "Since you are entering high school this fall,

(45) what are your anticipations regarding your high school associations?" She then told me of all the five subjects she would carry stating she did not like "math" but thought Latin would be fun. She had thought over how nice it would be to get to go to the one dance that the

(50) Freshmen were invited to during the year. She also looked forward to making more new friends. I said "From the number of friends you have and the activities you take part in, you seem to make friends easily, just what is your tactfulness?" Again she hardly knew how

(55) to describe her abstract qualities for friendship, which she possesses but said she usually welcomed new girls starting to high school and coming to town by being nice to them and inviting them to her home, etc.



When asked if there were any girls she did not like and  
(60) why, she said there was but one and she couldn't tell  
just why the antipathy existed between them, she said  
the girl acted silly and told everything she heard.  
She said she was inviting the girl to her party  
nevertheless, as she thought it the right thing to do.

(65) I then suggested that since she was going to have a  
slumber party that evening that we would end our  
conversation and continue it in a few days.

Significant discoveries:

D----- apparently is an all around wholesome girl,  
(70) happy in her friendships and fortunate and contented in  
her environment. She seems to be a girl who believes in  
fairness, honesty, and application. She is interested  
in the various arts and inclined to be idealistic rather  
than materialistic in her reactions. (possibly due to  
(75) her age)

I have underlined significant words in my narrative.  
After my conversation with D----- I wonder what her  
motive is in wanting and making new friends. Is it that  
she really likes friends for friends' sake or is it for  
(80) popularity's sake?

Her attitude toward her choice of a future profession  
(that of a dancing girl) was one of "that's about all  
there will be to do." Since this profession, with some  
exceptions, is not satisfactory nor profitable to one

(85) morally or financially, her ideals might be changed by herself through a proper analysis of her present concept of the profession and its glamour.

Plan for next conference:

1. Aim: To determine which of the motives of friendship

(90) D----- is influenced by in wanting and making new friends, that of really caring for friends for friends' sake or that of popularity.

Procedure: Commence that conference with some questions regarding organized play and group activities thus

(95) ascertaining if she assumes leadership and how, if she tries to "play" the social role among her friends, etc.

Is she able to hold these friends over long periods of time, etc.

2. Aim: To learn more of her "feelings" toward her choice  
(100) of future profession as a dancing girl.

Procedure: Ask the question again - "Why do you wish to be a dancing girl?" and then follow up with questions whose answers would help to analyze her present concept of the profession.

(105) Suggestions for treatment in light of acquaintance already made:

D----- seems to have no immediate problem, but if it develops that her motive is popularity in getting friends, she will develop a problem soon.

(110) The second aim I have given is possibly because of my

own personal opinion of the dancing girls. This would fit nicely under vocational guidance which I think the teacher has so much influence in.

- There are no suggestions for treatment on Aim 1 as the (115) motive is not determined. Under No. 2 she may be influenced through analyzing her ideal for a profession so that she will see all sides of that professional career. This can be done through questions which would cause her to consider the profession from all angles.
- (120) (Perhaps D----- means she would want to be a teacher of aesthetic dancing, etc. The next conference will tell us.)

Criticism of first conference: Teacher 14. 6/15/37

Mechanics of the conference:

The child was seated comfortably, the teacher well

- (125) relaxed. Although the conference got off to a rather stiff start, it is hard to know how one might make a better break with this girl. Perhaps it would be more effective to discuss some subject of the girl's interest for a while without asking too many questions about the
- (130) girl herself. This, however, would require an extensive knowledge of dancing, music, etc. One might find out what movie stars she admires, get her to talk about various fields of superficial interest. She is strongly motivated, like many of her age, toward making a good
- (135) impression, which makes catharsis difficult. One gets a great many replies that are what is supposed to be thought by grown people, rather than what the child actually thinks. I would suggest less questioning about personal matters, to see if she will not describe some of her activities
- (140) more spontaneously. You might try the device of letting the conversation lapse into silence for a minute or two, allowing her to break it when she will.

Motivation:

- Her motives and drives do not seem to be organized around
- (145) any very stable core. It is probably that the ambition to be a toe-dancer is largely exhibitionistic. There is evidence that she lives in a world of artificial standards,



since she thinks of school as the several subjects taught there rather than in any direct relation to life.

(150) She will take English, physical ed. etc., and the implication is that these things are important in themselves. This would suggest that she is motivated by the desire to "do well" rather than by an interest in life.

(155) Security:

Child seems fairly secure, but security seems to rest upon achievement rather than upon being accepted. This will bear some further investigation, however. Blood, operations, etc., operating as fearful stimuli suggest

(160) that the girl is already a bit worried about the responsibilities of adult life.

Plan for next conference:

Try for more expression--use very few questions, let conversation drift and see where it goes--use pauses.

(165) If opportunity presents itself, ask how she feels while dancing, what she thinks about, etc. You may have to assure her that you will not think what she says is silly. Ask what others think of her dancing.

Treatment from material gathered to date:

(170) Not a great deal is indicated, but it is evident that interests need a more stable basis in order to furnish a basis of security when her dream of being a professional dancer collapses. Praise should probably be given for

the achievement of an understanding of the world and  
(175) its ways, and advancement in understanding the needs of  
others, rather than for achievement in specific skills  
such as dancing, music, etc.

Notes - first conference: Teacher 14.

Child was seated correctly.

"What do you do?"

(180) S. S. and classes enumerated by child.

"I have a cat and dog." - Stiff beginning by teacher.

Child's hobby is dancing.

Chum - "How do you like her?" "Why did you choose her?"

(Questions at too high age level.)

(185) Child describes her ideal character in "textbook" terms;

"good sport", "fair", "not two-faced".

Dancing a major interest of the child. Chosen by the child? No follow-up.

Music an interest - "just likes" dancing.

(190) Ambitions - toe-dancer (pictures?)

(Superficial and vague interests)

Operations, etc. scare her.

What will you take in high school?

(Enumerates subjects)

(195) "I make friends easily."

"I'm pretty good at it."

"I don't like one girl - she's two-faced. I'm nice to her, but don't like her very well."

"I think she's silly."

(200) "I imagine I could like her."

Questions call for conventional answers, both by tone and by grammatical content.

Report of second conference: Teacher 14.

This conference was held in the clinic in Science Hall.

It was a "follow-up" conference to clear up a point or

(205) two that had been carried over.

D----- was made to feel at home and casually assured

that her answers would not be though silly in any

respect. After letting her tell about her group

activities and types of associations with friends

(210) through a few determining questions it was plainly seen

that she does not have a "popularity complex" as we had

thought she might have.

She was then led to talk about her desire to become a

"dancing girl" and thus guided conversation. We were

(215) convinced that she had no serious intent along that line.

Her ideals are not definitely formed; she is carefree

but thoughtful of her future in a general way, realizing

that she is to do something sometime.

After knowing her mother, I can see that that problem

(220) has been discussed at home and D----- is beginning to

consider it in a practical way.

D----- is more or less artistically inclined. She

should not be discouraged through teaching in any way

along this line. Until she has passed this changing

(225) age, she should not be influenced too much in any one

way. In a year or two she will be more stable with

changed attitudes which have come about through consistent



and considerate teaching of life's problems as they present themselves and are dealt with.

- (230) Her habits of study, of leisure time and of home life seem well grounded and if directed properly should cause her to have no problems that will be difficult to solve.

Criticism of second conference: Teacher 14. 6/21/37

Mechanics of the conference:

- (235) This child talks very freely, but of superficial things, and in a sophisticated manner, unless care is taken to touch real issues. The teacher's manner was not well calculated to encourage facing and figuring out the greater issues of life. One needs to guard against
- (240) the feeling that there is nothing wrong, since it prejudices any chance of discovering something relevant to an understanding of the personality. Some points of the conference where more deep probing could have been instituted to good advantage, and which might have
- (245) helped to clear up some problems for the girl are: The child stated that she liked to read. A natural follow-up of this interest would be: "What sort of things do you like to read? What is the most interesting story or book that you have read recently? Have you ever read
- (250) anything which made a lasting impression upon you? What characters in fiction are most interesting to you?" At another time the child said, "I like to go to school a little bit." It should be natural to inquire concerning interests at school, even if some had been stated in a
- (255) previous conference. At still another time, the child said, "We get extra credit." This would have been an excellent opportunity for introducing a discussion of what really counts, or gives credit. I wonder why we try

to get extra credit might have been used with effect;  
(260) or Do you sometimes wonder why we do things for credit?

Suggestions for next conference:

Further conferences upon this plan are not advisable.  
The fact that the child can formulate a reasonable  
solution of the problem of a career does not indicate  
(265) that there is no conflict concerning this profession,  
however. The very fact that the girl "knows better"  
than to expect to go into such a profession indicates  
that this problem needs to be faced, and a more realistic  
attitude taken toward it. It is possible that her  
(270) environment is so satisfactory at the present time,  
however, that she cannot be made to face the problem  
and dig it out.

Notes - Conferences 1 and 2: Teacher 14.

First: Too blunt and asked for direct answers to the questions of child motives, rather than for material (275) leading to them. (Criticism: Make conversation more spontaneous.)

Second: No directing of conference at all - the conversation entirely superficial.

First: Ambition to be a toe-dancer expressed. The (280) subject was to be investigated in the next conference. Investigation consisted in suggesting quite directly that perhaps she didn't know what she wanted yet, to which the child agreed. A superficial attitude was carried through the conference at the direct suggestion (285) of the teacher.

Contrast of suggestions for treatment:

(Teacher) Career in dancing to be oriented through an analysis of the dancing profession.

(Investigation) Aim is toward an understanding of others' (290) needs and identifications with them. Career would be treated indirectly through analysis of the needs dancing meets in the child's life.